

NOVEMBER, 1955

the **ATA**
magazine

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION



Alberta Government Photo

*It Pays
to Shop at*

**EATON'S
OF CANADA**

**THROUGH THE
MAIL ORDER
CATALOGUES**

Have the world at your fingertips with a modern globe



Movable Meridian Globe

These days of jet planes and atomic power emphasize the importance of knowing the world we live in. Bring the world into your classroom with an accurate, colourful, up-to-date globe. All types, all sizes are available from Moyer. For complete details, see your Moyer catalogue . . . contact your nearest Moyer office.



Polar View Globe

MOYER

Everything for the school since 1884

SCHOOL SUPPLIES LIMITED

10262 - 107th Street, Edmonton, Alta.

MONCTON • MONTREAL • TORONTO • WINNIPEG • SASKATOON • EDMONTON

MT-54-2

Price Reduction on

Bell & Howell 285 Specialist Projector

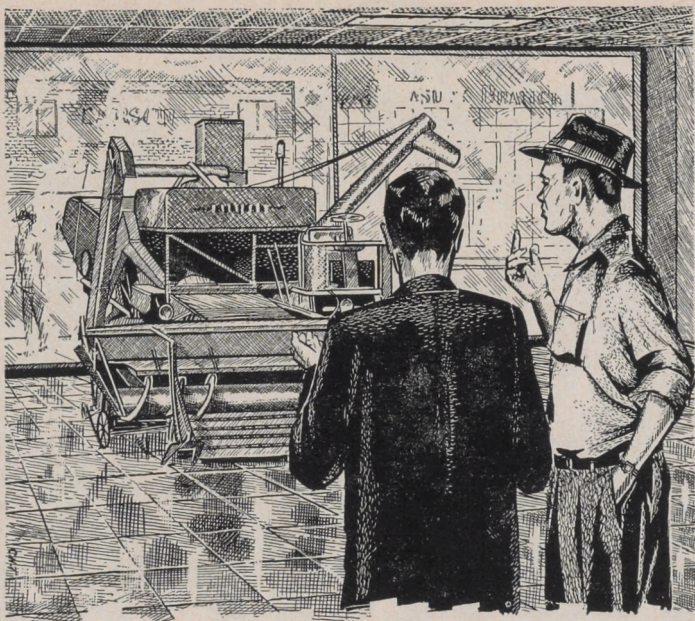
A substantial price reduction makes these fine projectors
a better buy than ever before.

ENQUIRE NOW!



DIVISION OF VISUAL INSTRUCTION
DEPARTMENT OF EXTENSION

University of Alberta
Edmonton, Alberta



HOW ... DOES A STRONG FINANCIAL SERVICE *Sell Machinery?*

Today's high costs are a big problem with farmers and cattlemen. They would be a big problem with the implement dealer too, if it were not for the services of the Provincial Treasury Branches.

To be a successful businessman, it is essential to keep pace with the growing demands of clients and customers. Now more than ever, the man on the land is expanding and progressing. It is up to the implement dealer to meet his

growing demands. To do this requires the many services the Provincial Treasury Branches offer Alberta businessmen. Drafts, loans, current accounts, money orders, safety deposit boxes are just a few of the many conveniences supplied by our organization.

The implement dealer has one thing in common with every other Albertan — the complete facilities of the Provincial Treasury Branches stand ready to meet his needs.

AN ALBERTA SERVICE FOR ALBERTANS

Your Provincial
TREASURY  **BRANCHES**

GOVERNMENT OF THE PROVINCE OF ALBERTA

SPECIAL FEATURES

The Gifted Child in the Rural School	6
The Cost of Education	12
The Private Life of the Administrator	20
The Calgary Tech	22
Educational Research in Alberta	24
School District Reorganization	26
Life of Service	31
What is General Education?	32
Get the Facts Straight	35
Does Extra Pay Make Extra Work Less Tiring?	58

Dr. S. R. Laycock

Dr. M. E. LaZerte

Dr. Van Miller

C. Groves

Dr. G. M. Dunlop

Dr. A. W. Reeves

Pearl Kunelius

Charles H. Judd

Spartus

The School Executive

REGULAR FEATURES

Editorial	4
Official Bulletin	36
President's Column	37
Letters	44
Teachers in the News	45
News from our Locals	52
Secretary's Diary	61

OFFICIAL NOTICES

Amendments to By-Law No. 1 of 1948	38
Code of Ethics	60

EXECUTIVE COUNCIL, ALBERTA TEACHERS' ASSOCIATION

G. S. Lakie, 730 - 20 Street S., Lethbridge, President; H. J. M. Ross, 10918 - 63 Avenue, Edmonton, Vice-President; Frank J. Edwards, 7211 - 114A Street, Edmonton, Past President; Eric C. Ansley, Barnett House, Edmonton, General Secretary-Treasurer; F. J. C. Seymour, Barnett House, Edmonton, Assistant General Secretary; W. Roy Eyres, Barnett House, Edmonton, Executive Assistant; Dorothy Benjamin, Hanna, Southeastern Alberta; R. B. McIntosh, Taber, Southwestern Alberta; Inez K. Castleton, 2236 - 33 Ave. S.W., Calgary, Calgary City; R. L. McCall, Acme, Calgary District; M. W. McDonnell, Camrose, Central Eastern Alberta; D. A. Prescott, 4601 - 48 Ave., Red Deer, Central Western Alberta; W. E. Kostash, 12127 - 89 Street, Edmonton, Edmonton City; R. F. Staples, Westlock, Edmonton District; N. J. Andruski, Athabasca, Northeastern Alberta; W. D. McGrath, Peace River, Northwestern Alberta.

Affiliated with the Canadian Teachers' Federation. Published on the fifteenth of each month except July and August. Subscriptions per annum: Members \$1.50, Non-members \$2.00, Single Copy 25c. Authorized as second-class mail.



WHAT DO THEY WANT?

The executive of the Alberta School Trustees' Association presented 12 policy resolutions to their association's 49th annual convention held in Calgary. Six of these resolutions were aimed directly at teachers' bargaining rights, tenure, and professional business. Taken together with recent editorials appearing in *The Alberta School Trustee*, they show clearly an adamant intent—even to the point of obsession—never to rest until certain teachers' rights and privileges under *The School Act, 1952* and *The Alberta Labour Act* are removed or reduced to ineffectiveness.

Paradox

Were it not for the serious nature of some of the proposals, we would be inclined to be rather amused with the obvious inconsistencies revealed by some of the resolutions. The trustee executive—as is their perennial custom—recommended removal of teachers' collective bargaining rights from *The Alberta Labour Act* and that regulations governing such rights be included in *The School Act, 1952*. In another resolution, the executive recommended that the ASTA affirm the policy of pressing the government to establish an independent commission to formulate a provincial salary schedule for teachers.

Again, in another resolution, the trustee executive recommended that the Board of Reference be abolished, but with disarming candour proceeded to recommend in the same resolution that the teacher's deposit be raised from \$25 to \$100. It is true that the executive, during the convention, decided to withdraw the latter portion of this particular resolution—likely when they realized the obvious contradiction.

Nobody can say that the trustee executive missed any bets. They played the field.

Surmise

Trustees and teachers alike must wonder just what the ASTA executive really means. In one resolution they infer acceptance of collective bargaining procedures—under *The School Act, 1952* rather

than *The Alberta Labour Act*. In the next breath they reject collective bargaining for a provincial salary scale set by an independent commission. Frankly, we are intrigued, albeit concerned, over the obviously contradictory policies expressed. At least one trustee delegate drew attention to the anomalous position in which the ASTA executive had placed itself. Others expressed general opposition to the idea of a commission type schedule, and after being tabled once the resolution passed narrowly following hot debate.

It is likely that President Hennig's personal support of the commission idea, both in his presidential address and during debate, was the deciding factor in the vote. It is just possible that the trustee executive really wants the salary commission proposal, rather than collectively negotiated salary agreements. If that is so, they should quit equivocating and say just what they really mean.

Dangerous Philosophy

Alberta teachers have rejected the idea of a provincial salary scale. They have rejected the idea of having an independent commission set a provincial salary scale for teachers. They believe that negotiation of agreements between school boards and teachers is a very important part of a school board's business. They believe that a very dangerous philosophy is latent in people who describe collective bargaining as a "waste of time". They are even more concerned when such people promote such ideas as compulsory arbitration awards and the concentration of final, irrevocable authority in the hands of an independent tribunal. These ideas are indicative of an inherent impatience with democratic procedures.

What Is Behind the Pressure?

We have speculated for some time as to why the ASTA executive is taking pot shots mixed with occasional broadsides at teachers' collective bargaining rights and tenure laws. Basically, the attitude seems to indicate a fundamental urge to re-establish the old master-servant relationship. Perhaps they long for the days of parental rather than judicial relationships. Be that as it may, the trustee executive's policy seems to be at variance with individual opinions of many trustees with whom we do business throughout the province. We are disposed to believe that most trustees are reasonable people who are prepared to admit that most of life's decisions are the inevitable result of consideration of what the other fellow thinks. Democracy may be slow and it may be muddling—but it's still the best way.

The Gifted Child

THIS discussion emphasizes primarily the practical rather than the theoretical aspects of the problem. In addition, since the classroom teacher is the key to the effective guidance of the gifted child, attention will be focussed on how the superintendent of schools can help his rural teachers more adequately to meet the needs of gifted children. The problem is discussed under four headings—

- Just what objectives should the rural teacher have for the gifted child?
- How can rural teachers identify the gifted pupil?
- What are the problems relating to the acceptance of the gifted child by his teacher, his schoolmates, and his community?
- What specific things can be done to help the teacher to give the most effective guidance to his gifted pupils?

The teacher's objectives

Because of the gifted child's intellectual brilliance and possibilities for academic success, there is sometimes a temptation for the school to concentrate on the development of such a child's intellectual capacities and to neglect other aspects of his growth. As in the case of mentally and physically handicapped youngsters, the teacher needs to remind himself that the gifted child is, first of all, a child with all a child's basic physical and emotional needs as well as a child's problems of growth and development. The general objectives for the gifted child are, therefore, the same as those for all children. These are expressed in the mental health objective stated many years ago as: "to help each

child to give his best to the world and know the deep satisfaction of a life full and richly lived".

In other words, the school's objective for the gifted child must be a balanced development of physical, social, emotional, and intellectual growth. As the Very Reverend G. Emmet Canon Carter, director of the Jacques Cartier Normal School, Montreal, said in a recent book review: "Can anyone picture anything worse than a 'mind-centred' school? The very image which arises before one's mind is little short of monstrous. I am reminded of the horrible representation of God which consists of portraying Him as a triangle with a lone bulging eye in the centre."

However, even if the teacher had as his objective the most complete development of the intellectual life of the gifted child, he still would have to stress the child's emotional and social development to attain that end. Emotional tension can greatly interfere with learning and the emotionally disturbed and troubled child is unlikely, in the long run, to achieve his finest intellectual development. Attention to his social and emotional development is, therefore, important from any angle.

Sometimes, in the case of the gifted child, overemphasis is placed on preparing him to make his maximum contribution to society—that is, to treat him as a means rather than as an end in himself. This is a conception that may suit the purposes of a totalitarian state but it has little place in our democratic society. The gifted child should be developed in such a way that he finds his own richest fulfilment in making his maximum contribution to society. Indeed, one of the

In the Rural School

S. R. LAYCOCK

chief cornerstones of the Christian religion is that an individual finds his fullest satisfactions only as he freely and voluntarily serves others.

So teachers need help in accepting as their goal for the gifted pupil the latter's all-round development in which he finds not only intellectual achievement of a high order but also adequate satisfactions for such basic psychological needs for affection, belonging, independence, achievement, recognition, and self-esteem.

Identification of the gifted child

First of all, there is the problem of spotting or identifying the gifted child. I am somewhat reluctant to define the gifted child in terms of I.Q. since any figure which I may set must be a very arbitrary one. However, for purposes of discussion, I shall call those children gifted who have an I.Q. of over 130 or who, with a superior I.Q., have unusual ability in one specific area such as art or music.

And now what about identifying such children in the rural school. For the most part, I think it is safe to assume that the majority of the teachers in these schools are young, immature, and relatively inexperienced. Furthermore, I shall assume that the typical teacher in the rural school has a limited degree of academic and professional training. The latter may be anything from a six-weeks' course to a year in a teacher education institution. Even in the case of the latter,

I found from a survey of Canadian teacher-education institutions which I made in 1954 that the typical one-year of professional training was not planned to make teachers competent either to pick out or to guide the gifted child.

I would like, therefore, to make the suggestion that either the Canadian Education Association or the provincial departments of education prepare, particularly for rural teachers, a practical booklet which would contain specific suggestions as to how to identify gifted pupils and what to do for them.

So far as identifying gifted children goes, there are two main ways of doing so,

- (1) by subjective observation of school performance,
- (2) by the use of objective tests of mental ability.

So far as picking out gifted pupils on the basis of class performance and behaviour goes, the teacher must be aware that the intellectually gifted are usually characterized by quick understanding, extensive information, retentive memory, insatiable curiosity, large vocabulary, and an unusual interest in such things as number relations, atlases, and encyclopedias. Usually such children have talked and walked at an early age and often they have acquired, during their pre-school period, the ability to read without having had any training.

Scheifele¹ summarizes from various sources the intellectual traits of the gifted child as follows—

Intellectually, the gifted child in relation to other children tends to:
a. possess superior ability in reasoning, general-

1 Scheifele, M., *The Gifted Child in the Regular Classroom*, New York, 1953, Bureau of Publications, Columbia University.

- izing, dealing with abstractions, comprehending meanings, thinking logically, and recognizing relationship;
- b. perform highly difficult mental tasks, an ability described as 'power';
- c. learn more readily and easily;
- d. show intellectual curiosity;
- e. possess superior insight into problems;
- f. have a wider range of interests;
- g. show greatest superiority in reading ability, both in speed and comprehension, language usage; arithmetical reasoning; science, literature, and the arts;
- h. do effective work independently;
- i. apply originality and initiative in intellectual traits;
- j. apply less patience with routine procedures and drill;
- k. exhibit alertness, keen observational ability, and quick response;
- l. show as much unevenness in abilities in the subject-matter areas as other children;
- m. have a longer interest span; show more interest in abstract than practical subjects and less in manual activities;
- n. have an interest in the future, a concern with origin, destiny, and death, though unable emotionally to accept the realities of the latter.

Teachers need their attention called specifically to such criteria as the above. The superintendent may ask them to study their pupils and to list for him any who seem to be characterized by several of these traits. Then, if the teacher is unable to give group intelligence tests, the superintendent may wish to do so.

In any case, teachers as a group are not very skilful in picking out gifted children, so the young, inexperienced teacher in the rural school cannot be expected to do so without help and guidance. Long ago Terman found that teachers could pick out approximately only one-third of their gifted pupils. However, if teachers were to become aware of some of the reasons why they overlook such children, their efficiency in recognizing the gifted could be improved. For example, teachers often overlook the factor of chronological age, particularly the child who is young for his grade. Three children aged eight, nine, and ten may have comparable achievement in a grade four class and, as a result, the teacher may rate them as of equal ability. Obviously, if the achievement of the eight-year-old is equal to that of the ten-year-old, he is very likely to be of higher ability.

Teachers are accustomed to rate children by the quality of their daily achievement in school. Most gifted children are under-achievers; many do indifferent work or have developed sloppy

habits of thinking. Certainly teachers need help in spotting high ability from other indicators than examination results or the quality of work done in class.

In addition to the above, the teacher is apt to be misled by the personality traits of pupils or by the teacher's own reactions to the behaviours and personalities of pupils. The quiet child may be overlooked and, as I shall show in the next section, the teacher who finds the gifted pupil a threat or a nuisance may be irritated by him and tend to discount his ability.

The second major way of identifying gifted pupils is by the more objective way of measuring intelligence by the use of standard mental tests. It is in picking out the child with high general intellectual ability that such tests are most useful. The use of intelligence tests in rural schools varies greatly from one part of the country to the other. In some areas the superintendent or the teacher administers the intelligence tests to pupils as a regular procedure. In other areas the teacher is not competent and the superintendent hasn't the time to give such tests. Where results of mental tests are available, they often identify gifted children who would otherwise be missed.

To come back to my suggestion of a booklet on gifted children for the use of rural teachers, one section should deal with the problem of identifying gifted pupils. It should (a) ask the question, "Have you any gifted pupils in your school?"; (b) tell the teacher, "You can often spot a gifted child by watching for the following characteristics" (and then list some of the characteristics mentioned by Scheifele); (c) tell the teacher "You are apt to miss recognizing the gifted pupil because of the following reasons" (and then list the reasons discussed above); (d) suggest to the teacher that he make notes on the characteristics displayed by pupils he thinks may be gifted and show these to the superintendent on the occasion of his next visit.

If the above suggestions are to be of any value, the superintendent must be genuinely interested in the project and

be prepared to discuss the matter with the teacher. Merely giving a directive to the teacher in the form of printed material with no follow-up is almost bound to be ineffective. The superintendent may also wish to help by giving one of the well-known group tests to a group which includes the pupils whom the teacher suspects of being gifted. This may be the *Pintner-Cunningham Primary Mental Test*, the *Kuhlmann-Anderson Tests*, the *Laycock Mental Ability Test*, or the appropriate forms of the *Dominion Tests* or the *Otis Tests*.

The child with special ability in art or music will probably be recognized by his superior performance.

Acceptance of the gifted child

The problem of the acceptance of the gifted child by his teacher, his classmates and his community is a major one in his development.

Data from the accounts of the childhood of gifted individuals show that they often have found their teachers a great trial. This is because of the great weakness of the gifted in that they do not "suffer fools gladly". They are impatient of ignorance, stupidity and inefficiency. For example, one gifted child who heard his teacher say several times that Gutenberg discovered printing, could finally stand it no longer, so he got up and said: "Excuse me, but the Chinese **invented, not discovered**, printing centuries before Gutenberg". The teacher said, "Sit down, you're too fresh". Some of the accounts of the boyhood of Jesus as found in the pseudogospels which were not accepted in the canon of the New Testament, have a ring of truth in their account of Joseph's difficulties in finding a suitable teacher for Jesus and in Jesus' difficulties with His teachers.

Since the gifted child is apt to bristle with ideas and since he is impatient of ignorance and stupidity, he is apt to appear as a threat to his teacher, especially if the latter is of only average intelligence and particularly if the teacher is not a well-adjusted individ-

Dr. Laycock is dean emeritus of the School of Education, University of Saskatchewan. "The Gifted Child in the Rural School" was prepared for the 1955 CEA Short Course in Educational Leadership, and appeared in the September issue of *Canadian Education*.

ual. The teacher who feels insecure and inadequate is apt to fear and resent the gifted pupil. Gifted children, like other children, need acceptance, understanding and encouragement from their teacher. Only too often they find that their teachers reject them and are anxious to 'take them down a peg'.

My suggested booklet would have a paragraph which would help the teacher to understand his own possible reactions to the gifted pupil and which would help him to guard against the temptation to reject the gifted child.

One of the real problems of the gifted is that of adjusting to his schoolmates. They are apt to resent and reject him. For one thing, he is apt to want to organize their play beyond the point they want it organized. Then, too, he may be praised inordinately by the teacher for his superior work and so green-eyed jealousy raises its head. He may be impatient of his classmates' stupidity. Or he may gloat over his superiority and be priggish. Then, too, because of his interest in abstract things, he may be more bookish and less interested in sports or practical matters than his age-mates. For any of the above reasons his classmates may refuse to accept him as one of them or they may bully him and make his life miserable.

At the risk of being misunderstood may I give a personal example? I attended a rural school and entered Grade VIII shortly after I was eleven years of age. The only other pupil in the grade was a husky boy of fourteen of low average intelligence. I'm afraid that my teacher may have overpraised my school

work unduly and probably I was an insufferable brat but, in any case, I was bullied unmercifully until school became a nightmare. My parents finally became aware of my acute unhappiness and, wisely or unwisely, removed me to another school.

Whatever may have been the facts in my own case, the teacher of a gifted pupil must not praise him unduly lest his social relationships be jeopardized. Rather he must find ways of helping him to get along with his classmates without at the same time destroying his desire to achieve in accordance with his ability. In doing this he may need to help him to develop social, athletic or dramatic skills and to encourage his participation in activities of these kinds. Sometimes he may need to give him specific personal counselling.

In a rural community where everybody knows everybody else and where family pride and family jealousy have to be reckoned with, the teacher may need to help the gifted child to be accepted by his community. Success in this may lie in helping the gifted child to learn to play down his abilities rather than to boast of his achievements, and in developing his ability to make friends. He must learn, for example, to respect others and that there is no substitute for genuine interest in and kindness towards others. The gifted child must learn to "suffer fools gladly" or his chances for both happiness and leadership may be greatly impaired.

The booklet for teachers should make them aware of some of the difficulties which a gifted child may encounter in being accepted by his schoolmates and his community and of how the teacher may help in his adjustment to this problem.

Guiding the development of the gifted

In the history of the education of the gifted, there have been three chief methods of promoting their intellectual development. These are—

- (1) acceleration through the grades,
- (2) enrichment of the curriculum, and

- (3) special opportunity or major work classes.

We shall consider these from the standpoint of the rural school.

Acceleration—One method of dealing with the gifted has been to allow them to proceed through the school grades as rapidly as their abilities and achievement would permit. In the urban school this method has usually been limited to an acceleration of not more than two years. Otherwise, the gifted youngster is soon out of step with the other members of his class, first of all, physically, and secondly, emotionally and socially. He is, therefore, unable to compete in motor activities, and emotionally he may be a seven-year-old in a group of pre-adolescents, or a ten-year-old pre-adolescent among a group of teenagers who are physiologically and socially more mature than he is.

In the rural school where the gifted child lives, works, and plays to a large extent with the same group no matter what grade he is in, this problem is not so acute. Indeed, it has always been the case in the rural school, that the gifted child was saved from utter boredom and futility through listening in on the work of the more advanced classes. There is not, therefore, the same objection to the acceleration of the gifted in the rural school. Such youngsters may more readily be permitted to take any level of work for which they are ready. This is particularly true of mathematics and science. There are more limitations with respect to literature since the pre-adolescent whose interest is apt to centre in adventure may not be ready for the romantic fiction or poetry which appeals to teenagers.

The chief difficulty with the unlimited acceleration of the gifted child in the rural school lies in the fact that, if he finishes the work of the elementary school at a very early age, he cannot fit into the high school where he will be almost entirely with adolescents. In the case of one very gifted girl about whose education I ventured to offer advice, it seemed the least of the evils to send her to high school at nine years of age.

However, very special safeguards were set up. That this experiment was successful is attested by the fact that she is now a very gifted and very well-adjusted citizen of this city. In any case, a greater measure of acceleration is usually possible in the rural than in the urban school.

Enrichment—If we lived in an ideal world where no class had more than twenty-five pupils and where every teacher was well qualified both professionally and academically to enrich the curriculum for gifted children, this method would seem to be the best answer. This does not mean giving the gifted child merely more of the ordinary curriculum nor does it mean giving him work which is thought to be a general mind sharpener. Rather it means broadening the base of the child's activities to meet his needs for large units of work and for the stimulation of his creative abilities.

These gifted children should become our leaders in scientific research, medicine, invention, statecraft, industry, creative work in art, music, and literature, and in the reshaping of our social institutions. The enrichment of their curriculum should give them the background of knowledge, attitudes, and habits of thought and of work which will enable them to make their best contribution in the field they eventually choose.

Long ago Leta Stetter Hollingworth suggested that, to make their best contribution to human life and progress, gifted individuals needed to study various aspects of the history of civilization — that is the history of man's achievement in such areas as food, clothing, shelter, transportation, communication, health, sanitation, education, law, government, social institutions such as the family, penal institutions and welfare agencies, warfare, and religion. All of these lend themselves to being developed as large projects specially suited to the interests and abilities of gifted children.

Let us take the topic of food for example. Leta Stetter Hollingworth in her book, *Gifted Children*, outlines a unit on this

subject starting with the food of primitive man and proceeding through the discovery of fire and cookery down through a study of food customs to modern problems concerned with the adulteration and preservation of food. This unit can be expanded to be a very comprehensive one if library facilities are available.

So far as the rural school goes, limited library facilities may make it necessary to deal with units in the history of civilization through a few books or even one book. The book *Black on White—The Story of Books* gives a pre-adolescent a general overview of books from the living book of the minstrels down through writing on stone, on parchment and papyrus to the modern book published in its tens of thousands. Similarly *Turning Night Into Day—The Story of Illumination* and *What Time Is It—The Story of Clocks* would give pre-adolescents a quick overview of man's achievements in these fields. In the same way books like—*The Story of Skyscrapers*, *The Romance of Engineering*, *The Romance of the Merchant Ship*, *Heels, Wheels and Wire—The Story of Communication*, *Automobiles from Start to Finish*, *The Story of Bridges* would give gifted children a connected story of man's progress in these areas. Then there are books concerning man's fight against disease and famine such as Paul de Krief's *Microbe Hunters*, *Hunger Fighters* and *Men Against Death*.

In like manner gifted children would be greatly interested in and would profit by books dealing with the history of education, the history of man's attempt to deal with crime and delinquency, the family as a social institution, the story of the religions of the world, and the history of the care and treatment of children. It seems to me we tend to underestimate children's interest in such matters. If I may be pardoned for giving a personal example, I have been very much surprised to find that even children as young as six and eight years of age listen regularly to my television

(Continued on Page 40)

THE cost of elementary and secondary education in Canada was approximately \$450 million in 1951-52. This year it will be over \$500 million.

Total costs (local and provincial, operational and capital) in the ten provinces combined, averaged 87 cents per day per pupil enrolled, varying from a minimum of 44 cents per day in Prince Edward Island, the province with lowest costs, to \$1.46 per day per pupil in British Columbia, the province with highest costs.

The cost of public education depends, in large part, upon the size of classes, expenditures on buildings and equipment, and the qualifications and salaries of the teaching staff. Costs would be higher than they are now if overcrowded classes were reduced to normal size, if the schools were suitably equipped, if Canada's 20,000 partially-trained teachers were replaced by qualified personnel, if professional standards in all provinces were raised to a minimum of two years of education and training beyond senior matriculation as recommended by the Canadian Education Association, and if salaries were high enough to attract to teaching a fair proportion of the competent men and women who now turn for their life work to industry or professions other than teaching where remuneration, working conditions and opportunities for research are far in advance of those in the teaching profession.

To bring all Canadian education to the level represented by New Brunswick's 1951-52 per pupil costs would increase expenditures in the four lower cost provinces by \$30,000,000; to bring it to Ontario's level, six provinces would increase expenditures by \$60,000,000; to Alberta's level, eight provinces would

add \$80,000,000 to their costs; to the level of British Columbia, the highest expenditure province, \$290,000,000.

On a per capita basis the relative tax-paying abilities of the provinces, using personal income as the basis, was found to be in the ratio of 100 to 218, Prince Edward Island having the smallest and Ontario the greatest index. Effort to support education was not proportional to tax-paying ability, effort being 1.64 times as great in New Brunswick as in Ontario, the province that can provide its services with less effort than can any other province.

Assuming birth rates and immigration trends to continue as they have been in recent years, elementary and high school enrolments may be 58 and 76 percent respectively higher in 1955-66 than in 1951-52. The teacher shortage will increase greatly during the same period unless corrective measures are applied.

Keeping in mind these facts—

- how can educational opportunities be equalized for all Canadian children so that the type of schooling available to them does not depend, as now, upon the particular district or province in which they happen to live?
- what is the variation in school costs to ratepayers of different districts? how can school costs be more equitably distributed?
- what proportion of school costs should be borne by local districts and provincial governments respectively?

Educational opportunities are very unequal

The report, *School Finance in Canada*, presented evidence that, other things

of Education

M. E. LaZERTE

being equal, educational gains are roughly proportional to school expenditures. School costs in different provinces vary from \$86 to \$293 per pupil per year and from \$2,290 to \$9,436 per classroom per year. In one province selected at random annual costs varied from \$1,020 to \$9,680 in individual districts. No person would suggest that a child in a classroom costing \$1,020 a year is getting as good an education as that available to children in a classroom where annual operating costs are \$9,680 or even \$6,000 per year. Are not all Canadian children entitled to good schools, modern equipment, and efficient, qualified teachers?

Costs to individual ratepayers are very unequal

The amount of one's taxes depends upon two factors, the assessment and

the tax rate. The simplest way to equalize costs is to apply a uniform tax rate to equalized assessments. Accurate comparisons of costs to individual ratepayers are impossible because assessed values are not proportional to real values and as a result recorded mill rates mean but little. However, in some instances, the variation in mill rates is so great that common sense alone points up the inequalities in costs to individuals. Assessments are fairly well equalized in the three prairie provinces and practice is improving under provincial supervision. British Columbia has appointed an assessment commissioner and staff of assessors to equalize all assessments. In the six other provinces, there is little uniformity in assessment methods, the variation in each taxing area reflecting the 'know' and the 'know how' of the local assessor. Published reports indicate that faulty and inequitable assessments as well as variations in tax rates, are responsible for the present unequal distribution of school costs. The 1951-52 variation in tax rates in seven provinces was in part as follows.

Province	Districts	Range in Tax Rates			
Prince Edward Island	Prince County	2	to	55	mills
Nova Scotia	24 rural municipalities	2.62	"	37.06	"
	40 towns	7.6	"	44.8	"
Quebec—Catholic	79 counties	7	"	82	"
Quebec—Protestant	31 counties	2	"	42	"
Ontario	1 township	17.6	"	33.3	"
	36 high school districts	1(-)	"	21.75	"
Manitoba	4 townships	7.5	"	53	"
Saskatchewan	48 large units	12.4	"	27.43	"
Alberta	56 divisions	16	"	56	"

The variation in the rate is so great that it cannot be compensated for by differences in assessment values. Financial responsibility for the support of schools is not fairly distributed among those who pay local school taxes.

Provincial grants to schools are very unequal

The percentage of school costs covered by government grants varies greatly from district to district. In Alberta in 1951-52, for example, the range was from 13.8 to 87.1 percent of total cost (operational and capital). The percentage of school costs covered by grants in each province in the same year was:

Newfoundland	73.6
Prince Edward Island	45.9
Nova Scotia	42.9
New Brunswick	46.5
Quebec	31
Ontario	36.6
Manitoba	22.6
Saskatchewan	27.6
Alberta	85.8
British Columbia	40.3

For the ten provinces combined the percentage was 35.4. Grants have been increased in nearly all provinces during the last few years, Alberta's now totalling over 50 percent and British Columbia's nearly 60 percent of total expenditures. The average for the ten provinces must now be about 40 percent. Precedent is a strong factor in determining provincial policies; provincial governments have never assumed responsibility for a large share of school costs.

Practice respecting sharing of capital costs and the nature as well as the number of different grants paid, influence the grant total. For a single province regulations governing grants sometimes require two or three pages for summary enumeration. The majority of special grants are for the encouragement of individual phases of school work such as household science, agriculture, or manual training. These grants which were probably useful when local district boards were less interested in school affairs than at present, should not be necessary today when govern-

ment supervision of schools is both frequent and critical. A multiplicity of special grants is likely to restrict school boards in the choice of services they consider most needed by local districts. Personally, I am in favour of replacing the many grants now given by a single grant.

The conclusions reached up to this point are—

- (1) The quality of schooling varies greatly from district to district and from province to province.
- (2) The cost of supporting schools is not shared by ratepayers in proportion to the actual value of real property holdings.
- (3) Government grants equal about 40 percent of school costs.

Accepting these facts—

- (1) How can opportunities be equalized for all children?
- (2) How can the cost of schools be more equitably distributed among local ratepayers?
- (3) How should government grants be determined and what proportion of cost should they cover in any given school district?

How can opportunities be equalized for all children?

As has been pointed out, the quality of schooling provided for different children varies greatly. Some districts, year after year, engage teachers with low qualifications — sometimes they cannot afford to pay salaries that would attract teachers with high qualifications; at other times they are interested in engaging the cheapest 'labour' available. In junior and senior high school grades some districts offer an enriched program of academic, pre-vocational and vocational subjects while other districts offer only a single track program. Some districts provide modern sanitary facilities; others do not. Some children and not others have the advantage of physical education programs, medical and dental inspection and hot school lunches. In some schools guidance programs are made available; in others no such service is given. To ensure that

an agreed-upon standard of education will be available to all children regardless of where they happen to live, a foundation program may be prescribed, this program to be the minimum offering in any district. Such a foundation program is minimum because it sets a lower limit to the school's offering but it is, or should be, the maximum program that can be supported in all districts with the assistance of government grants. Foundation programs might be defined in terms of grade offerings, staff qualifications, teachers' salaries, adequacy of school equipment, or in other terms. In practice they are generally defined in terms of 'per pupil' or 'per classroom' costs per year. Such definitions are quite valid because, other things being equal, there is a very direct relationship between cost and quality of education. If foundation programs are prescribed it does not necessarily follow that there will be uniformity of offerings from district to district. Wealthy districts are ordinarily authorized to provide an education above foundation level if they wish to have it, are able to support it, and are willing to do so without government grants to cover any part of the extra expenditure incurred. On the other hand, the poorest school district in the province will always provide schooling costing \$x per pupil or \$y per classroom, because this is the minimum program that may be offered in any school.

Equitable distribution of cost of supporting schools

The principle of equalization was introduced, although strongly opposed by those who had no children to be educated, when local school sections were allowed to apply a uniform tax rate over entire school districts. As smaller districts were replaced by consolidated and other large unit areas, the principle of equalization was applied to the latter with the result that today one often finds a uniform tax rate over 75, 80, or 85 school districts of a division or other large area. Should equalization stop

Speaking before the annual convention of the Canadian Federation of Mayors and Municipalities in Edmonton, Dr. LaZerte said that the type of schooling a child gets depends on the province in which he lives. He found unequal educational opportunity, unequal local tax burdens, and unequal provincial grants. Dr. LaZerte was formerly research director for the Canadian School Trustees' Association and is the author of *School Finance in Canada*.

here? Should not the entire province be the unit with a uniform tax rate throughout? Right or wrong, my answer to this question is that there should be a uniform tax rate for school purposes on all real property of the province. We have a long way to go before costs are fairly distributed. Within a single province the tax rate in one district is 20 or 25 times what it is in some other districts. This means that allowing for the widest discrepancies in assessed values some ratepayers must be assuming at least 10 times as much responsibility for educational costs as are ratepayers in certain other districts. Our answer to the question, "How can the cost of supporting schools be distributed equitably among ratepayers?" is "Make the province responsible for the equalization of all assessments and then levy a uniform tax rate over the entire province". You may ask, "Does not a large measure of equality of effort result now, directly and indirectly, from the equalization grants given in some provinces by departments of education?". These grants do effect some measure of equality in both types of programs offered in the schools and in taxation rates. Their total effect is revealed in the data of the following table.

Province	Item	Average Assessment per Classroom				
		Less than \$60,000	\$60,000 to \$89,999	\$90,000 to \$119,999	\$120,000 to \$179,999	\$180,000 and over
Manitoba	(a) Average cost per classroom	\$2,364	\$2,709	\$2,809	\$2,497	\$3,341
	Average grant per classroom	\$1,207	\$ 999	\$1,023	\$ 979	\$ 251
	Average tax rate (mills)	38.1	35.5	29.1	25.6	17.1
Saskatchewan	(b) Average cost per classroom	\$2,301	\$2,406	\$2,309	\$2,282	\$2,241
	Average grant per classroom	\$1,528	\$1,170	\$ 735	\$ 604	\$ 411
	Average tax rate (mills)	22.64	21.46	18.7	17.35	12.44
Alberta	(c) Average cost per classroom	\$3,821	\$4,033	\$4,485	\$4,488	\$5,207
	Average grant per classroom	\$2,512	\$2,205	\$1,864	\$1,209	\$1,019
	Average tax rate (mills)	32.9	27.8	24.9	24.4	20.6
British Columbia	(d) Average cost per classroom	—	\$4,775	\$4,538	\$4,581	\$5,744
	Average grant per classroom	—	\$3,222	\$2,539	\$2,222	\$1,799
	Average tax rate (mills)	—	44.37	33.03	26.09	22.62

In the above table, 'cost' means operating cost only. Debt retirement charges and capital expenditures from current revenue are excluded.

(a) 62 local districts of 4 selected representative municipalities

(b) 48 large units

(c) 56 school divisions

(d) 76 large districts

In each of the four provinces listed government grants to poor districts are greater than those paid to wealthy districts. In Manitoba, poor districts, in the four municipalities studied, received grants 4.8 times as large as those paid wealthiest districts. In Saskatchewan, this ratio was 3.7; in Alberta, 2.5; in British Columbia, 1.7. In spite of the equalizing grants given in these prov-

inces, wealthy districts provide their children with an education better than that available in poor districts and they do it at less cost to individual ratepayers. For example, in Manitoba with tax rates 46 percent as high as those in poor districts, wealthy districts provide education costing 40 percent more per classroom than that offered in poor districts. In Saskatchewan, per classroom

costs are well equalized but tax rates in wealthy districts are only 53 percent of those in poor districts. In Alberta, wealthiest divisions provide education costing 37 percent more than that given in poorest districts but do so with tax rates that are only 63 percent of those in the poorer districts. For British Columbia the figures are 21 percent and 51 percent. On the average, present equalization grants in the four western provinces enable poorer districts to spend only 80 percent as much per classroom on education as do the wealthy districts on a tax rate that is about 80 percent higher than that levied in the latter. This is not a high degree of equalization. What educational and taxation policies would give greater equalization? The answer is—

- (1) Have the government, the school boards and the teachers agree upon the standard of education that the province wants for its children and can afford to pay for. Prescribe this as the foundation program for all classrooms of the province. As stated earlier, wealthy districts should be allowed to offer programs above foundation level if they so wish.
- (2) Equalize all assessments in each province by appointing provincial assessment commissions where such bodies are not already functioning, with responsibility for training all assessors, supervising their work and actually revising assessments where necessary.
- (3) Prescribe a uniform tax rate over the entire province. One may ask, "Are you suggesting the same rate in rural and urban areas?" "Yes." Remember, however, that only the foundation program is under discussion at the moment. Cost per classroom is generally higher in urban than in rural areas and will doubtless exceed foundation program level, which means that tax levies in urban areas will generally be higher than those in rural districts. In other words, a uniform tax rate for foundation program

Present equalization grants in the four western provinces do not equalize education costs. In spite of present attempts to equalize, richer districts can still provide better educational opportunity than poorer districts, and at less cost to the individual taxpayer. To improve the situation, LaZerte recommends a minimum foundation program, equalized assessments, and a uniform tax rate for the foundation program.

purposes does not mean a uniform tax rate over the province.

At this point you ask, "What is the uniform basic tax rate to be?" This rate will depend upon many factors among them being the average wealth of local districts, the ratio of assessed to true property values, the weight of provincial and federal taxes in any given period, and the percentage of total foundation program costs that is to be borne by local districts. The higher the share of costs carried by the provincial government, the more leeway there will be for local districts to offer enriched school programs. I assume, for purposes of discussion only, that the uniform basic tax rate is 20 mills. It is not assumed that this rate has any particular validity.

- (4) Make the provincial grant to each district equal the difference between the cost of the foundation program and the money raised in the district by the uniform tax levy. Grants will vary from district to district, their amounts depending upon the wealth of each district.

Assume that the cost of the foundation program is set at \$4,800 per classroom per year.¹ Assume also that the uniform tax rate is 20 mills on an equalized as-

¹ The unit may be one classroom, one weighted classroom, one pupil enrolled, one pupil in average daily attendance, or one weighted pupil. Weightings give different values to elementary and secondary units, urban and rural units, etc.

assessment. If the procedures suggested regarding foundation programs, uniform tax rates, and provincial grants were

applied, the result in four selected districts of designated wealth might be as shown in the table that follows.

Item	Assessment per Classroom				
	\$50,000	\$110,000	\$140,000	\$170,000	\$200,000
Cost of foundation program per classroom	\$4,800	\$4,800	\$4,800	\$4,800	\$4,800
Cost of program actually in use (assumed value)	\$4,800	\$4,800	\$5,200	\$6,000	\$7,000
Revenue from 20 mill rate	\$1,000	\$2,200	\$2,800	\$3,400	\$4,000
Provincial grant	\$3,800	\$2,600	\$2,000	\$1,400	\$ 800
Extra tax over and above the minimum (mills)	0	0	2.9	7.1	11.0
Total tax rate (mills)	20	20	22.9	27.1	31.0

Note that the poorer the district, the larger the government grant, and that high local tax rates are here found in wealthy rather than poor districts.

I have presented the recommendations of the Canadian School Trustees' Association as given in *School Finance in Canada*, the report I prepared for the Association. No province has as yet accepted the suggestions wholly, but in the spring of 1955 the Province of Alberta introduced a grant scheme which has many features in common with the scheme recommended in the survey report of the CSTA. Instead of having a uniform tax rate over the province in support of a foundation program and giving provincial grants to pay for the balance of school costs, the government advised school boards that if they would keep their requisitions to the municipalities at a level that, on the current year's assessment, could be met by the tax rate that was used in 1954, the government would pay an extra grant, called a tax reduction subsidy, covering whatever part of the school board's requisition necessitated a mill rate in excess of 25. \$6,600,000 was earmarked for tax reduction purposes. Most school boards are keeping their 1955 rate down to 25

mills. The municipalities are getting extra government grants. The general level of taxation at the local level is being reduced. There is equalization over much of the province. There are, however, two questions that appear relevant "Does the legislation have the effect of freezing educational expenditures at their 1954 level except as influenced by operational grants and increased assessment revenues?" "Will the subsidy penalize the districts that operated most economically in 1954 and favour those that spent freely?"

If the government is to pay all school costs in excess of the revenue raised by a 25 mill or other tax, there must be some control over district expenditures in order to prevent excessive spending. Ordinarily all expenditures, operational and capital, would be reviewed and approved by the Department of Education. Many ratepayers and school boards may object to this partial loss of autonomy but such loss of authority is the price that must be paid for reduced taxation. When the Alberta Legislature fixed conditions for payment of tax reduction subsidies there was no foundation program to serve as a con-

trol. Some control was necessary. Only rough measures were at hand; 1954 costs were taken as basic. Apparently the government assumed that 1954 programs, supervised closely as they were by superintendents of schools, were suited to the districts' needs. The scheme of subsidies adopted differs from what we are recommending today in two respects, there is no foundation program, and districts are not allowed to increase their offerings beyond the common level even if they wish to do so without grant assistance.

Equalization among the provinces

Up to this point we have discussed equalization within a single province. It is evident that there are great inequalities among the ten provinces. The Canadian School Trustees' Association believes that there is a determinable standard of education which should be made available to every Canadian boy and girl. If this standard is higher than the level of the foundation program that can be financed by any given province, then that province should receive sufficient federal aid to enable it to meet the approved standard. The recommendations of the Canadian School Trustees' Association are given in Chapter 18 of its report, *School Finance in Canada*.

Summary

The bits of evidence I have given and the more complete data of the Canadian School Trustees' Association report to which I have referred, indicate that—

- There is great inequality in educational opportunities for children now attending school.
- The costs of education are heavy at the local level. More financial assistance should be given to ratepayers of local districts.
- School costs are not shared equitably by those whose taxes support the schools.

If we accept the thesis that educational opportunities and school costs should be equitably distributed within each province at least, then we may ac-

cept as a possible solution to our problems the following—

- Equalize all assessments.
- Prescribe a foundation program for the province.
- Levy a uniform tax rate on the equalized assessments.
- Provide provincial grants equal to the difference between the cost of the foundation program and the revenue obtained from a uniform tax levy. It is assumed that, if a fair tax is applied, provincial grants will be increased above their present level.

Three facts have governed this discussion—

- (1) Because of the poverty of many school districts, many Canadian children are getting substandard education.
- (2) Real property appears to be bearing too large a proportion of school costs. Municipal and school taxes are too heavy. Government grants should be increased.
- (3) When some provinces have done their best for the support of education, that best will be found insufficient. The federal government should give to each province whatever money it requires to establish and administer an adequate basic foundation program of education.

I have suggested how all these goals may be attained. The program I have outlined stresses principles. I have not discussed details and exceptions. No consideration has been given to questions such as these: "What is the unit of educational cost?", "What should be the cost of the foundation program in any given province?", "What control should be exercised over local spending?", "How should school costs be shared by local districts and the provincial governments?", or "To what extent should the authority to spend public moneys be paralleled by responsibility for finding such money?". I have stressed three points only: "equalized assessments", "equalization of educational opportunities and school costs", and

(Continued on Page 39)

The Private Life

of the

Administrator

Does he have one?

IN precept and practice the American school has always been devoted to the development of the child as an individual.

We have long been committed to this regard for the individuality of the pupil. It is time we took a look at the problem of the individuality of the school administrator.

An examination of this problem might fall into three parts: a discussion of the need for redefining the job of school administration; the need for a private individual life for the administrator; and the impact of the administrator's behaviour on his staff.

Originally, the field of school administration grew up without plan. When the single-teacher school grew into a two-teacher enterprise, the first teacher, having seniority, became the administrator. He was responsible for the conglomerate jobs that had to be done. He had no single specialty which could be defined as his field.

When the job grew into a real field which observers tried to define, they looked at the large number of duties the administrators were actually performing and built lists of qualifications and competencies that were either too long and specific or too broad and generalized.

These lists produced difficulties. In our industrial age status is dependent on specialization. The school administrator seeks status as a specialist, but his list of duties is too broad and generalized for any one human being to per-

VAN MILLER

form. Development of such lists becomes a professional ritual which no doubt glorifies our position in the eyes of us administrators—but how does it look to others?

A "hypocritical, bossy windbag"?

Frequently, the administrator is seen as a hypocritical, bossy windbag. When I was superintendent in a very small town, a young teacher reported of telling the landlord of his rooming house about a new activity he had undertaken for the school. His landlord said, "You're getting just like Miller—you think you can do everything".

On the other hand, many administrators regard themselves as unappreciated, tragic figures. Recently I heard a roomful of superintendents discussing their pressures and frustrations and telling about their heart attacks and stomach ulcers. Many agreed when one man said that if he could go back 25 years he would not be a superintendent. Has the administrator become the martyr who endures, rather than the active leader who solves problems?

Produce impersonal, standardized types

Because of the all-inclusive definition of the administrator's duties, we have frequently, in training administrators,

passed over their strengths in order to balance out in the areas of their weaknesses. Unwittingly, we directed our training to the production of good, standardized, interchangeable, and hence virtually impersonal, superintendents.

When a position is well defined as to purposes and procedures, social expectations are usually restricted to official acts of the individual. The role of school administrator is not sharply defined and the administrator is properly apprehensive of the spilling over of public attention to his individual purposes, private behaviour, personal time and extra-organizational relationships.

Even though he is not actually under the close public surveillance he imagines, he may just as well be, since he is governed by this feeling, which is always with him. Because there is so little clear definition of the work of the superintendent except at the idealized all-inclusive level, those seeking appointment have frequently relied more upon proving themselves acceptable in the best American pattern than on stressing their technical competence.

Must seem to possess all civic virtues

Being as clean as a hound's tooth has some national political precedence. Candidates for administrative jobs say or imply that they are well liked, come from good families, have clean habits, are interested in culture or a wholesome hobby, are good tenants or home-owners, have a good credit rating, are willing to carry the civic load of any other ten citizens, have an attractive wife also devoted to community service, and two or three well-mannered youngsters.

It would be positively wonderful if the individual could be and do all these things. However, we can see in this list the conflicts of values and competition for time described in the report on tensions from the Harvard School Executive Studies. A real disservice is done by the person who works at these things simply to get and hold a job, and an even greater disservice is done if he

only pretends to do and be all these things.

We need to think of the operation of a school system as a team proposition with adequate specialization and to re-define the role of the administrator himself in terms of his ability to coordinate the human and material elements involved.

The enhancement of individuality starts with an appreciation rather than a depreciation of self. He who loves his neighbour as himself does poorly by his neighbour if he has no concern for his own individuality.

For example, the school is concerned with home and family living. The disrespect of home and family often unintentionally demonstrated by allocation of the administrator's time may well be one of the greatest deterrents to effective teaching of home and family values.

Dr. Van Miller is professor of education at the University of Illinois. He was ATA guest speaker in 1953 at the High Prairie, Fairview, and Grande Prairie fall conventions. This article appeared in the June issue of *The School Executive*.

The attitude that "I have nothing to hide and I'll insist on your seeing that I don't" leads to accountability for all time and every act. Just because he changes his underwear regularly is no reason for going around with it exposed so all can see his cleanliness. Such exposure puts news value in the wrong place. He who is 99.44 percent pure gets roundly castigated for any part of the remaining .56 percent discovered. The point here is not that administrators should hide themselves but only that they should avoid unnecessary and indecent exposure.

While we consider the administrator as an individual we must also always consider him as within and a part of the

(Continued on Page 43)

The Calgary Tech

C. GROVES

THE birth of the Provincial Institute of Technology and Art began in 1908 with a clash of personal opinion in the perennial rivalry between Calgary and Edmonton. For Edmonton to have been given the double honour of being both capital and university city was too much for the civic pride of many Calgarians who felt a gentleman's agreement existed whereby Calgary would be granted the university honour. In indignant protest, Calgary College was formed in 1912 and the government was petitioned to incorporate the college as a university.

A Royal Commission sat in 1914 to consider the petition and recommended that the college be not allowed to grant degrees—but that an Institute of Technology and Art be established in Calgary. Many people considered the recommendation of a technical institute an obvious political placebo but plans went ahead rapidly for its establishment with Dr. Miller, then Principal of Camrose Normal School, who “planned the whole thing before it ever materialized in brick and stone”.

Five students and seven instructors

On October 1, 1916, the Provincial Institute of Technology and Art opened its doors to a total enrolment of five students with a staff of seven instructors. The 1914-18 war having produced the disheartening platitude, “these are not favourable times to raise money”, the Institute was housed in Colonel Walker School, the fire-hall and the gaol house.

A lusty infant was thus born—albeit a premature birth, for no sooner had the Institute opened than it became, from

1916 to 1920, a rehabilitation centre for disabled soldiers with civilian instruction discontinued.

When the great influenza epidemic struck the world in 1918 the Institute became a hospital to relieve the overcrowded wards throughout the city.

But a start was made again in 1920 when the Institute opened its doors to a total enrolment of 636 students.

The embryo Institute was now a promising fledgling and the next decade of vigorous childhood became a testing and experimenting period. The emphasis was on adaptation to practical change—a monumental edifice to John Dewey himself. Courses were tried, rejected, renewed, and altered in the light of practical experience.

A new home

A cry went out for new and permanent accommodation and 110 acres on the Riley Estate was purchased, a tract of land on a commanding hill, facing proudly the snowcapped Rockies to the west and the youthful growing city in the river valley to the south.

Now was a time for aims and methods to be stated. Instruction would be “of a vocational and semi-professional character” on a basis of 50 percent theory and 50 percent shop work.

So it was on June 15, 1922 that students and staff, filled with rightful pride, began the major transfer from the Colonel Walker School to the north hill building with its inspiring gothic towers.

City newspapers echoed early hopes that the Institute would offer two years of university work. There was hope that

an old wound of pride would be permanently healed.

From 1922 onwards the yearly statement of "hundreds of students had to be turned away for lack of accommodation" was testimony to the Institute's successful progress. The pre-depression years saw increases in staff, enrolment, buildings, equipment, and courses.

There were still demands for higher status but in 1923 Premier Herbert Greenfield turned down any suggestion of raising the Institute to something approximating a university.

1924 - 1929

Dr. W. G. Carpenter was made the first official principal in 1924 and under his vigorous direction the Institute improved its general status as an educational establishment. Only one year after his appointment the Institute was affiliated with the University of Alberta which undertook to recognize any technical course that met with required university standards. The aim was clearly the pre-training of engineering graduates but the affiliation agreement has remained very much a paper one right up to the present day.

Under Dr. Carpenter's balanced education program, many cultural and social events became a part of the school year. In 1929, fifteen years after the Royal Commission had recommended such a course, the art department was established and the Institute became a confident adolescent with but few growing pains.

Those ruinous and anxious days

To a nation flushed with pride of pioneering achievement the depression came with the stunning shock of a sinking ship. Like everything else in Alberta, student enrolment followed the wheat as prices dipped to 65c in 1930, 35c in 1931 and 19c in 1932. These were the sad years when thousands of young men just drifted or rode the rods in a pitiful search for a non-existent security.

"There is no depression in the classrooms" wrote Chief Inspector of Schools

G. W. Gorman in 1933, but sporadic absenteeism at the Institute reflected the picture of drought and ruinous prices that left farmers and their families destitute. Instructors accepted a cut in salary—termed euphemistically "a voluntary contribution for unemployment relief". All evening classes, except art, were cancelled between 1932 and 1936 with free lessons given voluntarily by the Institute staff to any unemployed in the city.

The institute road was built slowly with relief labour while the unemployed planted the hundreds of trees that now stand as an unknown testimony to those colourless days.

A general atmosphere of anxiety and worry prevailed but over and above these feelings the 'Tech' carried on with extra-curricular activities as the only pleasures most students could afford.

Hectic years

The Institute's courses were taken to nine relief camps in Alberta but everyone was sure that "good days are just around the corner". The corner began to appear in 1936 and the country was recovering from the effects of the long depression when in 1939 came the impact of an even greater trial: the second world war. Campus and buildings were taken over by the government for No. 2 Wireless School of the R.C.A.F. and the Institute again resorted to temporary premises—this time in the Victoria Park grandstand. Coste House became the home of the art department and King Edward Junior High School housed the homemaking department.

Students were trained for war, for munitions and for aircraft factories. Instruction went on around the clock in the cramped, noisy, unhealthy conditions of the grandstand — but spirits were never higher. Under the War Emergency Training Scheme regular civilian classes almost disappeared.

These were the hectic years when the 'Tech' lost its identity as a post-secondary institute and became a war-time

(Continued on Page 39)

Educational Research in Alberta

G. M. DUNLOP

THE research organization was officially launched at a meeting in the Faculty of Education Common Room in December, 1954. At this time the Alberta Advisory Committee on Educational Research and the Alberta Committee on Educational Research received final approval, after a long period of negotiation between the organizations concerned and the president and Board of Governors of the University.

The Alberta Advisory Committee on Educational Research consists of ten members, two from each of the Department of Education, the Alberta School Trustees' Association, the Alberta Teachers' Association, The Alberta Federation of Home and School Associations Incorporated, and the Faculty of Education. The advisory committee is responsible for aiding in financing research and suggesting research projects; it also approves the annual budget.

The Alberta Research Committee is centred in the Faculty of Education. In cooperation with the department, superintendents, trustees, principals, and teachers, it plans and completes research, and publishes research reports in *The Alberta Journal of Educational Research*.

Finance

To conduct research and publish a quarterly journal requires money. From the outset funds were expected and received from the five cooperating organizations. Contributions also came from teachers' locals, and more recently from

divisional, town and city school boards, and, in a few cases, from local foundations and Canadian corporations. More recently income from subscriptions to the journal has become an important source of revenue.

The university acts as banker for the research organization. The bursar has set up two funds. Educational Research, Current Account, is available for the financing of research and publication under the annual budget of the advisory committee. Educational Research, Capital Account, is invested; only the interest is available for current research. It was the hope of the founders that eventually income from the capital account would carry research over difficult periods of diminished income, as well as strengthen the general research program. Consequently, donations are solicited for capital account as well as for current account. The annual budget may direct to capital account such income as the advisory committee desires to have transferred.

The research centre

This year it has been possible to set aside a limited area in the basement of the Education Building to be used as an office and library for the research organization. Here will be kept office equipment, filing cabinets, records, computers, research supplies, and, increasingly, a highly specialized library. The research movement has received much assistance from the secretarial staff of the Faculty of Education. Mrs. I. E.

Wells (Dr. Dunlop's secretary) has carried a heavy burden as secretary of the organization.

Completed research

The major study of the 1953-54 period, a reading-language project sponsored by Dr. Robert E. Rees, resulted in a series of journal articles by Miss Anne Carmichael and Dr. Rees, and by T. J. Reid and George R. Conquest. This study supports the superiority of urban and town children in reading achievement over children from graded and ungraded rural centres. It suggests that, judged by test norms, the reading increment in Grades I to IV is slightly greater than that in Grade IV to VII. In language, the superiority of urban-town pupils over graded and ungraded rural pupils was again established; the same superiority was demonstrated in mean scores in intelligence. No significant sex differences are revealed in intelligence, but Grade VII girls exhibited definite superiority over boys in language. Finally, significantly higher language scores were obtained by monolingual English-speaking pupils in Grade VII than by bilingual pupils.

An ambitious study was completed by H. T. Coutts and H. S. Baker under the title, "A Study of the Written Composition of a Representative Sample of Alberta Grade IV and Grade VII Pupils". In their study they developed a composition scale for evaluating the written work of Grade IV and Grade VII pupils. The distinctive contribution of this study was to place emphasis on quality of expression, as well as on mechanics, in the assessment of written language.

Other studies completed in 1954 and 1955 range over a wide area. Hohol studied the factors associated with school dropouts. Kimmitt compared public with private ownership of school buses. Clarke and Pilkington analyzed reasons for selecting teaching as a career. Lampard contributed a useful study of reading abilities of adults. Sister Hochstein reported on Roman Catholic separate and public schools in Alberta, and Ooley contributed a report of

Dr. Dunlop is professor of education at the University of Alberta. He has personally promoted the idea of the Alberta Advisory Committee on Educational Research and is currently director of the organization. Three issues of *The Alberta Journal of Educational Research* have been published. The Alberta Teachers' Association supports the AACER with grants from the provincial and local associations.

an action research project on the improvement of reading achievement.

The future

It may take years of operation to attain the quality and quantity of research desired, and the type of publication we want. It will undoubtedly take many years to secure the financial resources necessary for an adequate research program.

On the other hand, there is basis for sober satisfaction in the fact that Alberta has the first functioning research organization of its kind in Canada. It has launched the only regularly published journal of educational research in this country. Still more important, what has been accomplished has been made possible through the wholehearted co-operation of department, trustees, teachers, home and school, and university.

For the record, we should give credit where it is due. On the planning level, recognition should be paid to President Stewart, Dr. W. H. Swift, Mr. R. Hennig, Sir Arthur Stonhouse, Mr. Eric C. Ansley, Mr. Kim Ross, Mr. A. G. Andrews, Mrs. Wilma Hansen, and former Dean H. E. Smith who served as first chairman of both the advisory and the research committees. On the operational level, credit should be given to Dr. Robert E. Rees and his associates, who completed the first large sample study, and to Dr. H. S. Baker who, almost single-handed, brought the journal from dream to reality.

School District

IN some ways, and perhaps rightly so, the work of boundary adjustments is never finished. It is an educational endeavour in which it is inevitable that opinions may differ and will continue to differ; it is also an endeavour that frequently runs counter to tradition, vested interests, and local pride. It has been aptly described as a mechanical aspect of educational administration. It is a means to an end. It is essential if local districts are to function effectively in providing satisfactory education for children and youth.

There is no one answer to this question of establishing satisfactory school units. Each province must make its decisions in the light of local conditions and in terms of sound general principles.

As has been the case in most parts of Canada, Quebec being a notable exception, Alberta's original basic unit of school administration was the school district. This system of small local districts had come to the Northwest Territories from Ontario and was an established fact when the province was formed. In subsequent years, such forms of reorganization as the consolidated district and the rural high school district were introduced, mainly to meet a growing demand for secondary education. It was not until 1936, however, that a full scale effort was made to form the large units which we call divisions. By 1949, the year prior to the introduction of the county experiment, there were 57 divisions in operation and, except for a handful of isolated districts, all the former rural districts had been included.

Characteristics of Alberta school divisions

1. The original division was an aggregation of rural school districts. Towns, villages, consolidated, and separate school districts were not included but legislation was enacted to permit them to join by agreement.
2. A divisional school board of three to five members is elected by wards or subdivisions. The small district boards remain but with minor powers.
3. The division is concerned with both elementary and secondary education.
4. The province provides a superintendent who acts as adviser to the divisional board and as inspector in contiguous independent school districts. In a few instances, the supervisory unit includes two divisions.
5. When the divisions were formed, the rural municipalities were small so their boundaries bore no relationship.
6. Flexibility of boundaries has always been the keynote so that it has not been difficult to adjust to shifts in community interests.
7. Unlike a municipality, the division is not a geographic unit; it is simply a number of districts. This obviously results in very irregular boundaries.
8. The size of the unit was influenced a great deal by the supervisory area that a single superintendent could serve. While they varied from 13 classrooms to 138 in 1951, the average is about 80.
9. The divisional board is fiscally independent and requisitions the muni-

Reorganization

From district to division in the interests of efficiency and economy, improvement of services, and equalization of costs.

icipal bodies within the division for the funds required. Later, checks were introduced whereby the municipal council could appeal to a commission appointed by the Department of Municipal Affairs should any requisition exceed that of the previous year by more than 20 percent. In 1946, in an effort to create harmony, provisions were also made for each body, municipal and school, to send an observing and non-voting member to the meetings of the other.

Rural municipal reorganization

In order to understand the problems of school district reorganization in this province, the municipal picture must also be clear. In Alberta, the municipal

A. W. REEVES

district is truly rural in character. As in other prairie provinces, it exists completely independent of those cities, towns or villages which may lie within its boundaries. These rural districts are required to provide for local public works, sanitation, public welfare and health. In addition, they levy taxes for such special purpose units as school districts or divisions and hospitals situated in whole or in part within their boundaries. In those regions of the province which have not developed sufficiently to warrant local government, the area is divided into improvement districts or special areas which are

administered by the Department of Municipal Affairs.

Prior to 1942, the province was divided into some 400 rural municipalities and improvement districts, each consisting of, on the average, nine townships of land. In that year, under the leadership of the Department of Municipal Affairs, an aggressive policy of reorganization was introduced and within two years the number of rural municipalities was reduced from 146 to 60. In general, the new units were formed by combining from two to six of the old districts and by adding some improvement district land. While some of the new units recognized such factors as main highways, railways and natural features, Hansen reports that, "there is no evidence to suggest that the new units were laid out to correspond with what has been called natural communities. In general, facilitation of administration was the overriding criterion used in drawing up boundaries. This was reinforced by the desire to disturb the status quo as little as possible."¹ The very nature of their formation, the combining of old units, often resulted in the new unit being merely a large block with very regular boundaries.

Alberta has undergone a period in its history in which two departments of government, each acting independently, have spearheaded the reorganization and enlargement of local units of administration. An examination of the objectives

¹ Hansen, E. J., "Local Government Reorganization in Alberta", *Canadian Journal of Economics and Political Science*, Volume XVI, No. 1, February, 1950.

of both school and municipal enlargement shows a strong similarity. Each stressed the gains which could be made in terms of efficiency and economy of administration, the improvement of services, and the equalizing of costs. Furthermore, the size of the units adopted were not too different even though the degree of overlap was often considerable.

It is easy to ask but more difficult to explain why these units were not developed in common. At least in part it is due to the priority of the school movement, the traditional conflict between a service department and a collecting department, and the municipal desire for straight line township boundaries versus the influence of the relatively irregular local school district boundary. On the other hand, it may have been that the school officials, both local and provincial, had already concluded with Rideout that, "where the school district is coterminous with a municipality, or only part of, the argument for municipal control is much stronger than where the school district contains parts of two or more municipalities".²

This brief sketch of rural municipal and school reorganization in Alberta gives a basis for understanding the next move. New problems have been introduced and it begins to appear that school district reorganization may be like curriculum, a continuing process. This situation is by no means characteristic of Alberta alone. Saskatchewan introduced large school units in 1944 and already there is a Royal Commission studying the problem of local district reorganization on a much broader scale. The well-known Royal Commission on Education in Ontario had suggestions for that province and in 1955, another Royal Commission in New Brunswick has recommended that the county become the basic unit of rural administration for schools.

The county system in Alberta

In 1950, this province passed *The County Act* thus initiating a departure from the Ryerson tradition of ad hoc school boards. This county is not an intermediate unit such as exists in Quebec, Ontario, New Brunswick, or Nova Scotia. On the contrary, it more likely finds its origins in the English borough system which is an all purpose local governing unit. *The County Act* authorized the government, on the request of either a major division or municipality of an area, to establish a county and set up its boundaries. Originally, it was designed to take over all local functions including the operation of schools (but not separate schools) and municipal hospitals. Subsequently the latter were excluded from county jurisdiction. A county council not exceeding eleven is elected by subdivisions. This county council has all the powers of a municipal council and of a divisional school board. Committees are established annually for general municipal affairs and for education.

Normally the school committee has seven members, the majority being from the county council. The others may be elected from the incorporated towns and villages which are in the county for school purposes only. This committee, as well as the municipal committee, is responsible for supervising its functions, preparing estimates, and spending its allocation. The county council alone can borrow, adopt the budget, and set the rates.

The original Act provided for four counties to be established on an experimental basis, and at the end of four years a plebiscite was to determine if the ratepayers wished to retain the county system or revert to their former system. Today seven counties are in existence, two of which have completed the four-year period and have voted to retain county status.

The establishment of counties came at a time when friction between municipal and school authorities was perhaps at its height. The overlapping of bound-

² Rideout, E. Brock, "Municipal Participation in Education", *Canadian Education*, Volume IX, June, 1954.

Dr. Reeves is assistant director of school administration for the Department of Education. He was formerly inspector of high schools and served on the Coterminous Boundary Commission.

daries led to a variety of mill rates and services within a single municipality. Furthermore, this was a period of rising costs and the councillors viewed the requisitions with alarm. The school trustees in turn grumbled about disparities between the requisitioning rate and the rate set by the council. They were faced, due to the centralization movement, with a rehousing of rural schools, and they pressed for better roads as well as snow removal.

In commenting on ways to create harmony between these two bodies, Mayo concluded, "The government seems to have felt, however, that piecemeal attacks upon the problem could give no lasting solution; that here was a chance to kill several birds with one stone—to eliminate local friction, straighten out boundary difficulties, put other responsibilities for local taxation more squarely upon one set of shoulders, and incidentally perhaps relieve some of the pressure upon the province for funds, and make it easier for the government to supervise the administration of local authorities."³

The Coterminous Boundary Commission

The next provincial venture in local government reorganization may be interpreted either as essential to complete adoption of the county system or as a recognition of the fact that much of this friction can be solved without a fusion of local school and municipal governments. The need for coterminous areas had been stressed by a royal com-

mission in 1947, but the final decision to take this step was probably a direct outgrowth of *The County Act*. Unless rural Alberta was mapped into coterminous areas it would be difficult to determine whether subsequent demands for county status were genuine or opportunistic. At any rate, the matter was brought to a head in 1952 when the annual convention of the Alberta School Trustees' Association and of the Association of Municipal Districts passed resolutions which resulted in the establishment of the Coterminous Boundary Commission.

Essentially this commission was asked to establish common boundaries for school divisions and municipalities in that part of the province which presently enjoys local government and to recommend a method for the distribution of assets and liabilities in cases where existing municipalities and school divisions were severed. The commission had five members with representation from the Department of Education, the Department of Municipal Affairs, the Alberta School Trustees' Association, and the Association of Municipal Districts.

It was not difficult to propose a formula for the distribution of assets and liabilities as both departments had evolved good plans over the years.

The major task of the commission, as its title implies, was with boundaries. Since school divisions and municipalities had been established without any definite relationship to each other, the amount of overlap was considerable. It was not just a case of recommending a few minor adjustments; on the contrary, it became essential to propose units which would be satisfactory both from the municipal and the school point of view.

There was little to guide the commission on municipal reorganization. In Alberta the trend was definitely toward larger units but the question of an ideal size could not be answered with exactness. Those experienced in municipal organization contended that the size should vary according to the nature of

³ Mayo, H. B., "Experiment in Local Government", *Public Affairs*, Dalhousie University, Winter, 1951.

the country and its state of development. It should be large enough to spend the taxpayers' money efficiently, but not too large, or the personal touch would be lost. In wheat growing areas it could be 60 townships, in mixed farming areas, 40 townships, in areas of semi-rural development, not so large. It should be a natural community. There should be a logical centre for the municipal office. It should have sufficient assessment (\$10,000,000 was mentioned frequently) to enable the council to purchase and operate good road building equipment. Its boundaries should follow township lines.

Guiding educational principles

In terms of effective school units, the following characteristics became guiding principles:

1. The administrative unit should provide an educational program from Grades I to XII inclusive.
2. The administrative unit should be sufficiently large to provide challenging opportunities in educational leadership. While it has become customary in Alberta to develop large school units which can be supervised by one superintendent, this is not always essential or necessarily the best arrangement. Actually there is no one best arrangement, but it is not advisable to have units which cannot employ one superintendent. As an approximate guide, fifty teachers was looked upon as a minimum. Should the number exceed the reasonable supervisory load for a superintendent in a unit otherwise satisfactory, the solution was considered simple. The superintendent should be given assistance.
3. The unit of administration should be sufficiently large to make economical use of the funds spent for general control. The suggested minimum of 50 teachers would justify a full time secretary and clerical assistance for him and the superintendent. Research indicates that a unit of some 250 teachers is best from the stand-

point of economy but that units of 70 to 80 teachers may produce adequate supervisory and administrative control with a relatively low percentage of current expense.

4. The unit should coincide as far as possible with natural community boundaries. Normally the area would contain several communities, each of which may be determined by a consideration of the communities of interest, topographical features, trading centres, and transportation routes. An exception would be made in the case of cities, but all other natural centres of population would be included. Even though all towns and villages are not presently included in the divisions, it was assumed that they would eventually be absorbed and the boundaries should be proposed accordingly.
5. The boundaries of the administrative unit should be so arranged that sound attendance areas would not be divided. In those parts of the province where centralization has not yet developed, the respect for community ties, geographic features, and transportation routes should assist in laying a basis for future attendance areas.
6. The area should be sufficiently cohesive that the parents and taxpayers may feel a sense of responsibility for the educational program. This suggests that there are limits in terms of largeness as well as of smallness in areas. In this regard it has been pointed out that people in sparsely settled areas are used to travelling long distances to deal with relatively trivial matters.
7. The unit of administration should have adequate resources from local and provincial funds to finance essential services. In Alberta, the local "ability to pay" factor is more significant in the formation of municipal units than of school units. Wherever municipal government has been introduced it has been assumed

(Continued on Page 47)

Life of Service

PEARL KUNELIUS

THE first time I saw her was in the ladies' study room in the basement of the Medical Building at the University of Alberta. She was gray haired, slight and moved noiselessly. If ever I have seen a shy person, it was she. I looked at my friend and said, "I wonder what she is doing here".

"Oh, don't you know, that is Evelynne Lees—she is taking fifth-year medicine", Helen replied.

I stared. Miss Lees—medicine—fifth year—why, she was so frail! How could she stand the long hours in the clinical lab? Even men sometimes fainted there!

That spring I graduated and left to teach in various parts of the province for four years. Then I went to live at Westlock where my husband was superintendent of schools. One day, he brought home the list of the teachers in the division, and among them I noticed Evelynne Lees. But could that be the Miss Lees I had known?

Further inquiries revealed it was the same Miss Lees. When my husband visited her school, she told him she had left the university when war broke out and the shortage of teachers was so acute. I could now add the word "unselfish" to the list of adjectives I knew described her. Many times during the next thirteen years I found occasion to use that.

Each time my husband visited her school he came home with wonderful stories of what she had done. But it wasn't from her he heard them. It was from the parents in the community where she taught. Miss Lees had planted trees and flowers about the school; Miss Lees had nursed a sick mother during non-school hours, for her background in medicine was of invaluable help in communities far from doctors; Miss Lees had coached a high school student in her studies after school hours so that the

student, who couldn't afford to go to a town school, could write her finals; Miss Lees—the stories went on and on. "Would that there were more Miss Lees!" my husband would conclude.

For thirteen years she taught in various parts of the division, going wherever she was most needed. She did not ask to be transferred to a town school—too many teachers were doing that. She was willing to serve where the need was the greatest. She taught until she was 65, at the age at which teachers are forced to retire.

During her last year as a teacher, my husband talked to me about some fitting tribute for Miss Lees. We knew she would not want a big affair, because she was too shy to face a large crowd. It was finally agreed that part of a home and school association meeting at Fawcett, near the school where she taught, should be set aside for the purpose of honouring Miss Lees. It was to be a surprise.

Naturally I attended, too. There was the MLA from our constituency who had been a former trustee, the minister of education, the present superintendent of schools, the present trustee of the division, the chairman of the school board, and the president of the ATA. Sprinkled throughout the members of the association were representatives of parents from every district where Miss Lees had taught.

The guests spoke of Miss Lees' work. The minister of education had a letter from a famous medical doctor in Michigan, who had been a pupil of Miss Lees forty years ago and still corresponded with her at Christmas. The letter read in part: "Miss Lees was a true inspiration to us in the little school I attended forty years ago. She gave us everything in her, and as a result, out of our small

(Continued on Page 36)

What is General Education?

CHARLES H. JUDD

IN the beginning, it is necessary to point out the inadequacies of two generally accepted views which exercise a powerful influence on the thinking of the present generation. First, the definition of the highest scholarship which is widely accepted emphasizes specialization more than breadth. It is recognized that the time has passed when anyone can hope to compass the whole or any large part of human knowledge. Despairing of knowing all things, the present generation has magnified the importance of exhaustive knowledge in a narrow field. The world owes much to the efforts of specialists, but it must be admitted that the modern concentration of attention on narrow fields often results in atrophied personalities. Somewhere in life there must be breadth and comprehensiveness of thinking.

Second, the European tradition of education, which came to this continent in colonial days, is still entrenched in the thinking of the American people. In Europe, access to education above the elementary level is accorded almost exclusively to the upper classes. And the traditions of aristocracy still hold sway in some measure over the thinking even of this democratic country. It is scholarly to preach sermons, however vapid. It is scholarly to plead before a judge and jury, however misleading the plea may be. It is scholarly to know the names of many drugs even though one uses nothing in practice but bread pills. Skill in mechanical lines and success in trade are thought of as minor achievements requiring less dignified forms of intelligence than the traditional professions.

Is it "liberal"?

In this country, those who are dispo-

sed to perpetuate aristocratic traditions have been wise enough to employ a high-sounding democratic name for the peculiar brand of education which they regard as appropriate for themselves and their children—they call it liberal education. They use the word which in Rome referred to the free citizen. All other kinds of education they label "vocational"—an adjective reminiscent of ancient slavery. They forget that the subjects which they now describe as liberal were at one time clearly recognized as preprofessional and in that sense vocational; for example, grammar and rhetoric. Rhetoric comes from the Greek *rhetor*, meaning orator. The sons of Greek and Roman aristocratic families made headway in the practical profession of politics only after they had become proficient in oratory.

Some day the people of the United States will recognize that the European tradition and the definition of liberal education have no more place in America than has a monarchical form of government or its illegitimate descendant, Fascism. They will recognize that the American educational institution which attempts to maintain a Latin-geometry curriculum is deceiving itself and its patrons by wearing the last tattered fragments of the toga of aristocracy. What this country needs today, and needs sorely, is liberal education appropriate to present-day life.

From this point on it will be well to avoid the conflict of emotions often resulting from the use of the terms "liberal" and "vocational". For the purpose of marking off from each other two aspects of education the terms "general education" and "vocational education" are far better.

There is one division of the education-

al system, whose purposes and contents are not seriously questioned by anyone, which is devoted entirely to general education. That is the elementary school. In it children learn those fundamental arts of civilized life which make it possible for them to share in the culture of the race.

Why does the secondary school fail to take the natural course of continuing general education? The answer is that until recently the secondary school of the United States, like European secondary schools, was not a general school; it was an exclusive school, consciously directing its efforts to the preparation of a few students who expected to enter the learned professions.

If the secondary school were now to turn about and say that it intends to administer general education in keeping with the new, non-European ideals of the United States, what obstacles would it encounter? First, the teachers in the secondary schools are all specialists, and most of them are acquainted only with the subjects handed down by tradition. Second, the parents who were brought up under the influence of tradition have a lingering desire to see their children initiated into some kind of aristocracy. Parents usually insist that their children study what European upper classes have always studied.

Problem is clear

The problem which confronts the educational system of this country is clear. There must be invented and installed a new kind of general education, and the relation of general to vocational education must be made clear. There ought to be no conflict between the two. General education at the secondary school level has the same purpose as general education at the elementary level. It is the education which everyone must have to live intelligently in a modern community. The trouble has been that general education has been confused with traditional preparation for the professions. Traditional secondary educa-

Charles Judd was professor of education at the University of Chicago. This article originally appeared in 1937 and was reprinted recently by *The Education Digest*.

tion is clearly vocational education of a preprofessional type.

What should be the contents of a program of secondary education suited to American conditions? The new curriculum should include, first, certain general courses needed by all members of a modern democratic society—a compact review of the sciences, natural and social; courses on the duties of a member of a community; courses in the literature which records the experiences and ideals of the race; and a course in social psychology describing individuals and their place in the social order. The curriculum should include, second, vocational education—the cultivation of the skills necessary in the trades and professions. There are a number of levels in both general and vocational education. The lower levels will suffice for some individuals, but the lower levels should not be narrowly vocational. General education should be administered in some degree to those who leave school early.

General and vocational education must unite. The spirit of courses preparing for vocations is not opposed to that of general education. Vocational education need not be inferior in scholarship. Courses preparing for vocations can be made as suitable for the cultivation of human minds as any courses in the curriculum. All that is necessary to make possible a rational organization of the curriculum is a clear recognition of what the individual needs in his two capacities—first, as a participating unit in community government and social life, and, second, in his capacity as a productive worker.

University of London Fellowships

1. The award of the fellowships is made possible by funds provided by Mr. Garfield Weston, and by the Imperial Relations Trust.
2. In this circular, the fellowships shall be called, respectively, the Garfield Weston Fellowship, and the Imperial Relations Trust Fellowship.
3. The purpose of the fellowships is to enable two experienced teachers and educationists from Canada to spend a period of study in circumstances which allow the freest interchange of educational thought within the British Commonwealth.
4. The fellowships shall be tenable at the University of London Institute of Education for one year, which shall be the academic year from October, 1956 to June, 1957.
5. A fellow during the tenure of the fellowship will be expected to devote his whole time to educational studies of an advanced character which are relevant to the educational problems of his own country.
6. (a) The emolument of a Garfield Weston Fellowship will be \$1800.
(b) The emolument of an Imperial Relations Trust Fellowship will be £500, together with a grant not exceeding £50 towards the expenses of travel in Great Britain or in Europe undertaken during the tenure of the fellowship and in pursuance of educational studies.
7. During his period of tenure a fellow is free to attend without payment of fee any lectures or courses held within the Institute, and he may expect to be made a member of the Senior Common Room.
8. It will be expected that applicants for a fellowship will be men or women of exceptional ability who, by December 31, 1955, will have had at least five years' experience in teaching or educational administration and who have given good evidence that they are likely to play parts of more than ordinary importance in the educational system of their own countries. A university degree is required as evidence of having attained the required standard of general education.
9. Acceptance of appointment to a fellowship will imply an obligation upon the fellow to return to educational service in his own country within a reasonable period after the conclusion of his studies in the Institute.
10. The recommendations of the committee of selection for Canada are subject to the approval of the National Conference of Canadian Universities, and of the Institute of Education, University of London.
11. Funds on account of the fellowships will be made available to the selected fellow as follows—
 - (a) The Garfield Weston Fellowship—paid directly to the fellow by the Canadian Education Association, 206 Huron Street, Toronto, Ontario;
 - (b) The Imperial Relations Trust Fellowship—paid directly to the fellow by the Institute of Education, London, England.

Applications for the fellowships should be sent to the nearest member of the committee of selection (**in Alberta—Dr. M. E. LaZerte, 8909 - 112 Street, Edmonton**) **not later than January 14, 1956.** Final selection will be made as soon as possible after this date. Applicants should submit detailed information regarding their academic and professional careers, with transcripts of their university standing, and, in addition, such recommendations and other supporting documents as they may wish.

Get the Facts Straight

SPARTUS

In an editorial headed "To Strike or Not to Strike?" *The Alberta School Trustee* has this to say—

"Does the rank and file of teacher-employees make the final decision to call a strike, or is strike action forced upon them by their officials? This question arises from certain information which came indirectly to the Clover Bar Divisional Board where teachers were on strike for two weeks. This information reveals the fact that the ATA expected the Clover Bar teachers to show the school board by their vote that they intended to use strike action if necessary to settle the dispute on the terms of the arbitration award. Is this a directive from the officials to their members? What freedom is left to the actual employees of the school board? Whenever the school board requested a meeting to discuss a settlement, who met the trustees?—officials from the ATA executive. None of the teacher-employees of the Divisional Board were present."

Facts

For the sake of the record, and in order to correct an unwarranted and malicious attack on the ATA and the Clover Bar teachers, the facts should be known—

- the Clover Bar teachers rejected the arbitration award;
- the Clover Bar teachers instructed the ATA to make application for a strike vote;
- the Clover Bar teachers voted to take strike action if necessary;
- the Clover Bar teachers instructed their representatives not to accept any settlement less than the arbitration award;
- the ATA representatives at no time gave any directive to Clover Bar teachers instructing them that they must take strike action.

By and with consent

The trustee's editorial misses—probably advisedly—a significant and vital requirement of *The Alberta Labour Act*—a bargaining agent must bargain by and with the consent of a majority of the employees affected.

Spokesmen for the Clover Bar board on a number of occasions have accused the ATA representatives of not reflecting the wishes of the Clover Bar teachers. It is one thing to talk and quite another to prove you know what you are talking about.

People in glass houses

It would be more correct if we were to say that the Clover Bar board did not represent the attitude of its rate-payers in rejecting the arbitration award. At least one district in the division, we are told, informed the trustees by resolution that they should accept the arbitration award.

And while we are on the subject, there is a suspicion on the part of at least some teachers that the Clover Bar strike was forced by some trustees who thought that the ASTA would have a case in point to use in pressing the government to remove teachers from *The Alberta Labour Act*.

Certainly the school board's rejection of the arbitration award was not decided because of cost. After all, the difference between the arbitration award and the conciliation commissioner's recommendation, which the school board accepted, was about \$3000.

Wake up

The responsibility for any strained relations which may persist is as much or more the school board's. Instead of talking about victory for the teachers or for the Alberta Teachers' Association, the editorial writer should hope that out of this dispute will come mutual respect and a determination to conduct negotiations in the future in good faith and without recrimination.



Official Bulletin, Department of Education

No. 171

Free Publications

The Department has been informed by the Korean Pacific Press that a limited number of "Teachers' Packets" on Korea may be obtained free of charge by school teachers. Each packet consists of the following pamphlets: *Introduction to Korea*, *Guide to Korea*, *A New Experience for Korean Teachers*,

the August-September issue of *Korean Survey*.

These pamphlets may be of use in the study of current events at the Grade XI and Grade XII levels. Teachers who wish to obtain them should write directly to the following address: Korean Pacific Press, Washington Bureau, 1828 Jefferson Place N.W., Washington 6, D.C.

Life of Service

(Continued from Page 31)

class one pupil is now a scientific farmer, another a well-known nurse, another a famous scientist, and one a successful medical man."

Speeches grew in length and praise and I noticed tears in many eyes, my own included. Their sentiments were the same: sorrow that Miss Lees would not be giving leadership to another community.

The president of the teachers' association presented her with a small gift, and then the chairman of the school board presented her with a lazy boy rocker. When she rose to express her thanks, Miss Lees, that shy, reserved woman, bowled us over, with the most gracious speech I have ever heard.

When she retired she went to live in Edmonton. A recent letter brought me up to date on her activities. "I am an 'auditor' in clinico-pathology 41 at the university. It is an especially interesting

subject and gives me an opportunity to review those five years of medical studies that I have left untouched for so long", she wrote. She is still preparing herself for service to others!

As another school term commences, we think of many other teachers who have retired—teachers who have given much of themselves so that the lives of others may be enriched. And I say with all humility: "Thank God for all the wonderful Miss Lees!"

Reprinted from *The Edmonton Journal*



President's Column



Prestige must be earned. It does not come automatically when a group of people forms itself into an organization. It is not dependent on the size of the group or its aims and objectives, no matter how worthy they might be. Recognition and respect come when an association, through its members, acts in such a way that the public is made aware of its contribution to society and places a value on the services rendered.

I believe the profession of teaching is gaining in prestige. I can see evidence that the importance of teaching is being recognized more and more by society. The attacks made upon education, while often unfair, have done much to focus the attention of the average citizen on the work being done by the schools. We, as teachers, have a chance to capitalize on this interest. This is our golden opportunity to show the parents what the schools really are doing and to impress upon the people the importance of our profession.

I have said prestige must be earned. A manufacturer earns his reputation by the excellence of his product. However, he knows that to keep his market he must advertise and maintain the quality of the thing he is producing. Teachers, too, are judged by the products they produce. They are judged by the leadership they offer, by the enthusiasm they have for the job of teaching, by the respect they hold for their own profession, by the quality of their teaching, and by their intellectual competence.

Teachers must realize that their interests should extend far beyond the requirements of their textbooks if they are to be effective teachers and earn the prestige to which the profession is entitled.

Teachers should realize that isolation is an ivory tower. They should identify themselves with worthwhile causes and give freely of their time and effort to their promotion.

Teachers must develop a pride in their profession. It must be one whose requirements for admission are high. The program of professional training must be comprehensive and exacting. The combination of high standards and careful preparation is the key to professional pride. Quality attracts quality.

The status of our profession depends primarily upon our own attitudes. When we realize this and bend our efforts to earn the recognition we feel teaching deserves, we will have set our feet upon the road which leads the teaching profession to prestige far beyond that now held by any other group.

A good administrator is one who gives his teachers something to go on, something to grow on, and something to glow on.

When you feel dog-tired at night, it may be because you growled all day.

Amendments, By-Law No.1 of 1948 Teachers' Retirement Fund

The Board of Administrators, following the request of the Annual General Meeting, 1955, has given tentative approval to two amendments to By-law No. 1 of 1948. Final approval of the amendments is subject to ratification and decision as to the effective date. When approved, the amended sections will read as follows:

"13. (a) Subject to the provisions of Section 7, when a teacher is not granted a pension under this By-law upon his retirement from teaching service, the amount standing to his credit in the Fund in excess of his first two years of contributions and all interest credited in respect thereof, shall be paid to him if written application therefor is made to the Board within five years of the date of his retirement."

"14. (a) If a teacher dies while under engagement as a teacher and
(i) such engagement was not of a casual nature; and
(ii) he commenced contributing to the Fund before attaining the age of 50 years; and
(iii) written application is made therefor to the Board within five years of the date of his death;

the Board shall pay to such person within Section 9(e) of the Act as may be designated by him, or in default of such designation to his estate or to such person within the said section as the Board may in its sole discretion determine, a sum not less than \$200 nor more than \$1,500 computed in other respects at the rate of \$100 for each consecutive year of teaching service prior to the date of death the continuity of which has not been broken by absences in excess of twelve consecutive months, and for which the teacher has contributed to the Fund under the provisions of the Act; and also the amount standing to his credit in the Fund in excess of his first two years of contributions and all interest credited in respect thereof."

**Eric C. Ansley,
Secretary-Treasurer,
Board of Administrators.**

Henry Birks & Sons (Western) Ltd. ***Jewellers and Silversmiths***

School and Class Pins and Rings

Calgary

CATALOGUE ON REQUEST

Edmonton

The Cost of Education

(Continued from Page 19)

"increased provincial grants". If Canadian municipalities accept these three general principles and succeed in having them applied, we shall hear fewer complaints about heavy school and municipal taxes and we shall not be handicapped as at present when trying to provide suitable schooling for a rapidly increasing number of elementary and secondary school pupils.

Yours for the Asking

Canadian Sugar Factories Limited has produced a new 16 mm. sound and colour film on the growing and refining of sugar in Alberta. Two prints are being screened by the Department of Education, and approval is expected for use in schools.

The Calgary Tech

(Continued from Page 23)

trade school. For five years Dr. James Fowler, as principal, stood at the helm of his estranged vessel until, in 1946, the Institute returned to its renovated north hill home, inheriting four R.C.A.F. buildings from the Provincial Government.

An era of expansion

The next decade witnessed a phenomenal growth in equipment, courses, enrolment and new buildings. In 1946, \$200,000 worth of new equipment was purchased. In 1949, a new autobody shop was built followed in 1951 by a new block of lecture rooms; 1952 saw the opening of the impressive \$600,000 B-block with its ultra-modern classrooms and shops; 1955 saw the opening of the \$340,000 Science Block and the excavating for the

million dollar East Building to house art, radio and drafting departments, hitherto scattered about the campus, often in 'temporary' R.C.A.F. huts.

These are the early manhood days when 'Tech' is growing a strong and healthy body. The physical make-up is nearing completion to the gratification of the men who have fostered its amazing growth. Dr. Fowler saw his hopes for higher studies realized when, in 1947, the first aeronautical engineering course was brought to a conclusion, heralding the first professional level of training at the Institute.

But in 1948, status took a second place to numbers and equipment as the Institute undertook to train apprentices for the Provincial Board. As many as 1500 were trained in 1953. These eight-week courses have given the 'Tech' new buildings, money, equipment, and an increased total enrolment—at the price of losing some of the general semi-professional status as well as much of the true family spirit present in the longer courses. Such a family spirit was the heritage bequeathed by Dr. Fowler on handing over the helm, on his retirement in 1952, to ex-naval Commander and right-hand man, E. W. Wood.

In his two years of principalship Mr. Wood has helped the 'Tech' grow stronger. It has reached the public eye through a public relations program and achieved a higher status through higher standards of prerequisite courses. Accuracy and a high level of achievement are Mr. Wood's guiding principles.

The future looks bright for the Provincial Institute of Technology and Art as it enters its fortieth year and its final stage of maturity. With the new growth of industry in Alberta, the Institute is ready to provide the skilled technicians and junior engineers as well as the artists and craftsmen who will regard Alberta's past as only the foundation for the great industrial and cultural achievements in the future.

The Gifted Child in the Rural School

(Continued from Page 11)

program on child development — a program which is aimed entirely at adults.

Obviously the whole field of social studies with its multitude of fine books dealing with the story of other lands and other peoples presents excellent opportunities for enriching the curriculum for the gifted child either through enlarging the scope of his regular class-work or as a supplement to it. Travel books and other travel material can also greatly stimulate the gifted child.

Aside from units in the history of man's achievements in solving the problems of his world, biography offers an excellent field for enriching the curriculum. To make their maximum contribution gifted children need to know how careers are made and they need ideals of sustained effort against odds.

Obviously, too, since most gifted children love reading, their interest is relatively easily aroused in the works of Dickens, Scott and even Shakespeare. One child whom I know intimately read the complete works of Shakespeare at ten years of age.

I mention books first of all since reading may be one of the most practicable means of enriching the curriculum for the gifted child in the rural school. If the teacher has more than twenty pupils and these in several grades, the chances of his taking active steps to enrich the curriculum for the gifted child in other ways is not great. The first thing to do, therefore, is to make every effort to provide as much suitable reading material for gifted children as can be made available. This can be done in a variety of ways. A few rural schools have fairly good libraries. In some of the provinces, larger school units have travelling libraries which come into the school and are available to pupils. Some provinces have travelling libraries as a part of the provincial library system or as an extension of the work of the provincial university. Still other provinces have open-shelf libraries

from which the gifted child can secure books. The teacher must be first of all aware of the library resources available and then stimulate the child to use them.

However, aside from libraries there is much free material available to the resourceful teacher. Indeed every good teacher is always on the still-hunt for such material. In pioneer days many gifted child received considerable stimulation from Eaton's catalogue and other advertising material. There are three or four sources for free material. The first consists of provincial and city tourist bureaus and the travel material available from railway and steamship companies. Reasonable requests for such material are usually met. Then industrial firms produce a wide range of free material such as *The Romance of Chocolate*, *The Romance of Rubber*, *The Travels of a Rolled Oat*, *The Story of Rayon*. *The Imperial Oil Review* and the *C.I.L. Oval* are free magazines which would be of great interest to a gifted child. Then there is the considerable body of free material available from government departments of health, welfare, mines, natural resources, and agriculture. Another source of free material lies in private individuals who may be friends of the teacher and who would gladly pass on their copies of magazines for the use of rural children. These may even include copies of *The Canadian Geographical Journal* or *The National Geographic*.

The rural teacher needs help in becoming aware of the sources of free material. In the little booklet on helping the gifted child which I have already mentioned, there would be concrete information as to the sources of all kinds of reading matter and suggestions as to how to interest the gifted child in such material.

The gifted child can also be encouraged to carry out investigations of his own or to make collections of his own. The rural child has the laboratory of nature at hand. He can study soil ero-

sion or wild flowers or weeds or insects or rocks firsthand. He can even experiment in developing good livestock or growing better flowers or better vegetables or better wheat. He can see the heavens at night as the city child cannot and can learn about the planets and the stars. And he can make reports on his observations and his experiments.

One of the real problems of the gifted child in the rural school is that he, like other human beings, needs recognition from others. Hobbies or reading to come alive must in some way be shared with others and give pleasure to others. The teacher has the difficult problem of seeing that the gifted child receives recognition for his achievements without at the same time arousing resentment or jealousy in the other pupils.

Scheifele has listed suggested enrichment activities under four main headings, School and Community - Service Activities, Activities Integrated with Group Projects, Independent Activities, and Creative Activities. Some of the suggested activities can be adapted for use in the rural school. Certainly every effort must be made to provide opportunities whereby the gifted child is able to contribute to the group activities of the classroom and to do so without robbing the other pupils of their opportunity for growth and development. The gifted child may have an important share in planning such school projects as the Christmas concert, a school newssheet, a hobby show, or a school picnic. If he has special gifts in art he may work on posters or display cards. Or his interest in creative writing of both poems and stories may be stimulated. The gifted child may have a major share in a Red Cross drive. He may be given special duties even to the extent of helping the teacher teach or tell stories to younger children. He may write letters to a pen pal in a foreign country or in another province. He may make reports on his visits to the nearby town or city. He may learn to use a typewriter if one can be borrowed. He may learn to run the movie projec-



tor if there is one in the school. He may, if he is musical, play instrumental accompaniment for class singing. He may originate rhythms, dances, and dramatizations. He may learn to make puppets. And so on through an infinite variety of activities. The type of enrichment used must be adapted to the resources available and the interest and ability of, firstly, the gifted pupil and, secondly, the teacher. The latter can most readily arouse the interest of the gifted child in areas of his own knowledge and enthusiasms.

Special Classes—The third method of dealing with gifted children lies in the area of special classes for such children. These are obviously impracticable in the rural school unless the number of pupils is small and it is possible to put the gifted child in a class by himself. This has obvious disadvantages since it is apt to increase the isolation of the gifted pupil and, in addition, it will not give him practice in working and discussing ideas with others.

The methods of teaching the gifted child must, as has already been indicated, stimulate his creativity and take account of his larger interest-and-attention-span as well as his superior powers of insight and generalization. Routine teaching of the drill type is not suited to the gifted child. However, he must be helped to learn to do tedious and monotonous work for a worthwhile end and to finish the tasks he has begun.

... Passport to
Better Living...



BANK OF MONTREAL

Canada's First Bank

WORKING WITH CANADIANS IN
EVERY WALK OF LIFE SINCE 1817

REEVES "TEMPODISC"

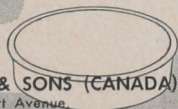
POSTER COLOURS IN CAKE FORM



SOLVE MOST SCHOOL PAINTING PROBLEMS
NO MUSS NO SPILLING NO BOTHER
NO FUSS NO POURING NO DELAYS

No. 6 TEMPODISC BOX with brush \$1.00
No. 10 TEMPODISC BOX with brush \$1.50
Refill colours supplied with or without plastic pan

Reeves' 1954 Illustrated Catalogue of
Art Materials — free upon request



REEVES & SONS (CANADA) LIMITED
496 Gilbert Avenue, Toronto 10
Exact Size of Pan

He needs to realize that adequate drill for the learning of certain facts and skills is sometimes very important and be willing to do the routine work to master such facts and skills.

Conclusion

May I now summarize some of the concrete suggestions I have made.

- The rural teacher needs help in setting up objectives for the gifted child, in identifying him, in accepting him and in giving him guidance. For this help he must look to his superintendent or supervisor of schools.

- Either the Canadian Education Association or the provincial departments of education should prepare a small guide book for teachers entitled, *Helping the Gifted Child in the Small School*. If the booklet is prepared on a national scale it should be accompanied by a mimeographed sheet dealing with the local resources available.

- The time available is only one element in the effectiveness of the rural teacher in dealing with the gifted pupil. The teacher must, first of all, want to help the gifted child and, secondly, he must have guidance in how to do so. This, in turn, means that the superintendent or supervisor must also want to do something for the gifted and have available the means of helping his teachers without too great a drain on his time. Back of the superintendents, the departments of education must be willing to provide the suggestions and resource material which will enable the superintendent to do an effective job. Increasing teacher effectiveness in the teaching of gifted children is not really an extra. It is part of the job of effective teaching, and the stimulation of the teacher to be resourceful with the gifted pupil will promote the teacher's own growth and also make him a better teacher of average pupils.

**SAY YOU SAW IT IN THE ATA
MAGAZINE!**

The Private Life of the Administrator

(Continued from Page 21)

situation. We do not seek escape for him but rather effective relationship which gives him freedom within the situation rather than from it. He needs not so much the temporary escape and respite from his working situation as he needs a little living space within it. We argue not for an irresponsible play-boy ignoring the job but for a human being on the job. In his regular schedule the administrator needs time of his own.

This is a long story in itself. May I only suggest it. Administration has been called the surest route to ignorance. The administrator hurries through digests and abstracts to be able to give the appearance of having kept up without devoting the time required for real reading.

He needs time to find out who and what and where and why he is, time for re-checking his personal psychological guide-lines, time in which he can pull himself together again, time in which he recollects himself by recollecting all he has experienced and all to which he has aspired. Without such time he either wears out or runs down or operates at a shallow level of chores and ritual.

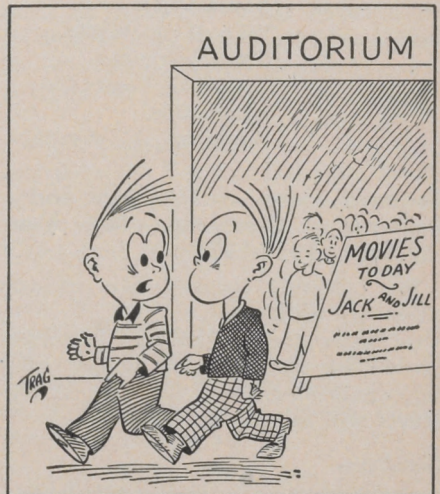
Consider finally the impact of time schedule and self-denial on staff relations. The one who devotes himself completely to the job generally has short patience with other staff members who do not put the job ahead of any other consideration.

Three reactions are possible. One is that such administrative behaviour is unnecessary and pseudo-dramatic, so that respect for the administrator and the program is lost. A second more widespread response is that the administrator is paid a differential for extra time and responsibility, so that employees will place a dollar value on each specific act they are expected to undertake. A third and more devastating reaction is that the administrator is right

and devoted, that he is a model—and this spoils any fun the other professional employees may have in free time and arouses guilt whenever their thoughts are unrelated to the job.

Teachers valuing personal freedom and privacy learn to stay away from such situations, no matter how much they may admire the administrative leader in them. Those attracted to the job may be people seeking escape from personal freedom because they do not know what to do with it.

We need then a redefinition of administration as a single specialization in understanding, interpreting, relating, and stimulating the various human and material elements in the situation; the establishment of some personal privacy for the administrator and a time in his schedule for it; the encouragement of teachers who value individuality, even for themselves; and the re-focussing of schools on the improvement of community living where whole human beings meet and mingle and understand each other.



"The plot wasn't bad but I noticed some glaring anachronisms."



To the Editor:

Reduced fare arrangements have again been authorized by this Association for teachers and students of Canadian schools and colleges in connection with the Christmas and New Year holidays.

It will be appreciated very much if you can include mention of these reduced fare arrangements in the next issue of your teachers' publication.

A supply of teachers' and students' vacation certificate form 18W is being supplied to the secretary-treasurer of each school district in Alberta for distribution to those schools under his jurisdiction.

Yours truly,
ROY H. POWERS,
Vice-Chairman,
Canadian Passenger
Association,
Winnipeg 1, Manitoba.

Reduced Fares — Teachers and Students — Christmas - New Year Holidays, 1955-1956

The following reduced fare arrangements are authorized.

On surrender of Canadian Passenger Association teachers' and pupils' vacation certificates, form 18W, round trip tickets will be sold as follows—

Territory

- (a) Between all stations in Canada, Port Arthur and Armstrong, Ontario and west.

- (b) From all stations in clause (a) above to stations in Canada east of Port Arthur and Armstrong, Ontario.
- (c) From all stations in clause (a) above to the following stations in the United States:
Michigan—Detroit, Port Huron, and Sault Ste. Marie only;
New York—Buffalo, Black Rock, Suspension Bridge, Fort Covington, and Rouses Point only;
Vermont—(a) Norton, Island Pond, Highgate Springs, and Eastburgh; (b) stations Richford to Newport inclusive.

Fares

(a) Adults

Normal one-way first class, coach class, intermediate class, or special coach class **fare and one-half** (1½) for the round trip, adding when necessary to make fare end in 0 or 5. **Minimum fare 30 cents.**

(b) Children

Under five (5) years of age, when accompanied by parent or guardian will be transported free.

Five (5) years of age and under twelve (12) years of age, half the fares authorized for adults, sufficient to be added when necessary to make child's fare end in 0 or 5. **Minimum fare 30 cents.**

Twelve (12) years of age and over will be charged the adult fare.

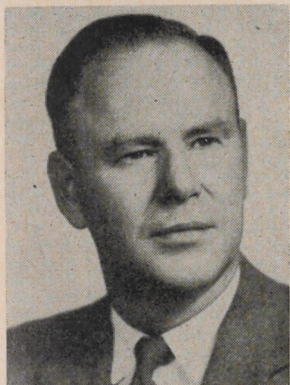
Dates of Sale

Tickets to be sold good going from Thursday, December 1, 1955 to 12:00 o'clock noon, Sunday, January 1, 1956.

Return Limit

Tickets to be valid for return leaving destination not later than 12:00 o'clock midnight, Wednesday, January 25, 1956.

Teachers in the NEWS



A. W. REEVES

Recently appointed assistant director of school administration, Dr. Reeves was formerly a high school inspector.

A graduate of Camrose Normal School, Dr. Reeves taught for 15 years, the last eight of which were spent as teacher and principal of Provost High School. Following his appointment as superintendent of schools, Dr. Reeves served in Pincher Creek, Holden, E.I.D., and Bow Valley School Divisions. For a number of years he served on the staff of Edmonton Normal School, interrupting this service by three years with the Royal Canadian Air Force as education officer.

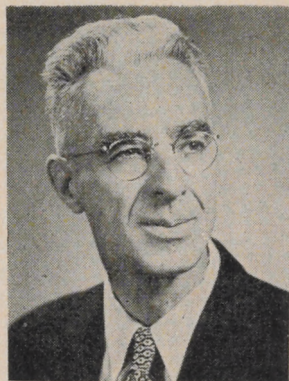
Dr. Reeves was appointed high school inspector in 1947. He represented the Department of Education on the Coterminous Boundary Commission which recently completed a series of reports on municipal and school area boundaries.

Dr. Reeves was born in British Columbia and was educated both in that province and Alberta. He holds his B.A. degree from the University of Alberta,

his M.A. from the University of Chicago, and his Ed.D. from Stanford University.

School Superintendents

Cyril Pyrch, B.A., B.Ed. has returned to his position as superintendent of schools in the Strawberry School Division. Mr. Pyrch served as secretary of the Coterminous Boundary Commission while on leave from his superintendency.



J. F. SWAN

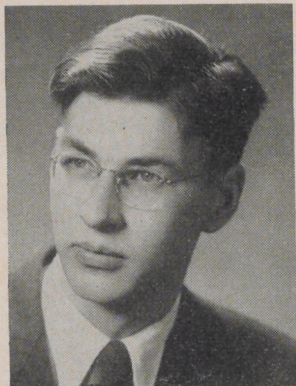
J. F. Swan, B.A., B.Ed. has transferred from his post as assistant director of school administration with the Department of Education to the school superintendents' staff. He succeeds **R. J. Scott** as superintendent of Sturgeon School Division.

E. D. Hodgson, M.Ed. has been transferred to the County of Grande Prairie as school superintendent. He succeeds **Dr. R. E. Rees** who has been appointed high school inspector.

A. H. Elliott, B.Sc., who has been superintendent-at-large, has been appointed superintendent of schools for Acadia School Division. He succeeds **W. H. Worth** who has joined the staff of the University of Alberta.

H. J. Hall, B.Ed., former principal of Oyen School, has been appointed superintendent of schools for Rocky Mountain

School Division. He succeeds **S. A. Lindstedt** who has joined the staff of the University of Alberta.



V. R. NYBERG

V. R. Nyberg, B.Sc., B.Ed. has been appointed superintendent of Provost School Division. Mr. Nyberg was formerly principal of Calmar School.

L. W. Kunelius, B.Sc., M.A., has been appointed high school inspector with headquarters at Calgary. Mr. Kunelius was formerly superintendent of schools of Westlock School Division.

Dr. G. L. Mowat, inspector of high schools, has been transferred from the Calgary district to Edmonton.

E. G. McDonald, B.A., B.Ed., formerly superintendent of schools for Provost School Division has been transferred to Westlock School Division.

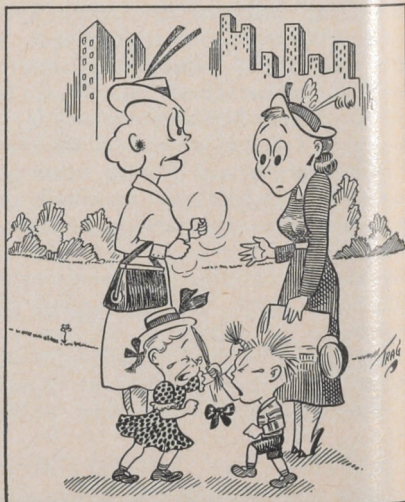
**H. M. E. EVANS & COMPANY
LIMITED**

**Financial and Insurance
Agents**

**Private Branch Exchange — 29237
Ground Floor, C.P.R. Bldg.
Edmonton, Alberta**

Chalk Dust

- ✓ Public relations consists largely of not treating the public like relations.
- ✓ Luck is what happens when preparation meets opportunity.
- ✓ You can do a right thing wrong but you can't do a wrong thing right.
- ✓ Isn't it odd that people who know a little know it so fluently?
- ✓ It's futile to talk about the past—something like trying to make birth control retroactive.
- ✓ When his wife talks too much modern man goes to his club, while primitive man reached for it.
- ✓ Even grammar is changing. The feminine gender is becoming the nuder gender.
- ✓ An octoroon is an eight-sided euphoric.



"Let's start a petition to let them start school at the age of three!"

School District Reorganization

(Continued from Page 30)

that the area is capable of providing services, and those regions less favoured in terms of local tax resources have usually remained as improvement districts. The formation of school divisions in such marginal areas is based on the requirement that all children have an opportunity for education, a condition made possible by equalization grants from the province. Equalization grants play a very minor part in the scheme of provincial support for rural municipalities. This anomalous situation was to become quite a problem to the commission.

The above noted principles served to guide the commission in its task of formulating plans for coterminous areas. Assistance was also obtained from the field staffs of each department and from the local councillors and trustees. The province was dealt with in four blocks, each separated by distinct topographical features. Within these regions, meetings were held with the divisional boards and municipal councils to explain the whole problem of boundary adjustments and to obtain assistance in problems peculiarly local. At these meetings the guiding factors were explained, as tentative plans for the area were presented for discussion. After a specified time, the local authorities were asked to submit their recommendations in writing. Under special circumstances bodies other than the trustees and councils were also heard. When all the evidence was in, the commission reviewed each area again and prepared its final recommendations. In cases where a major or radical change from the original proposal was deemed advisable, all councils and school boards were so advised and the whole procedure taken up again. During its work, which extended over twenty months, the commission held, in addition to many special hearings, 116 meetings with councillors and trustees.

Three of four reports accepted

The proposals were presented to the government as the work of each region was concluded. With the exception of the final report, that on the Peace River country, the government has dealt with the commission's recommendations. In all but two instances where the areas were thought to be too large, the proposals were accepted with relatively minor adjustments.

In general, the municipalities have been enlarged through some amalgamations and by the inclusion of special area or improvement district lands. In that part of the province lying south of the North Saskatchewan, the recommendations would increase the average size from 28 townships to 42 townships, the average population from 5600 to 7600, the average assessment from \$7,000,000 to \$11,000,000.

While a few of the divisions lost their identity in the reshuffle of boundaries, the majority remained relatively intact. The original divisions had observed many of the guiding principles. Minor changes were usually based on community or attendance area factors, principles that received general acceptance throughout the province. As before, the divisions continued to average about 80 teachers. A few had too many classrooms for one superintendent, while a few others would need to be combined to form a suitable supervisory unit. Despite the equalizing effects of enlargement, school assessments varied from \$2,000,000 to \$22,000,000, from \$30,000 a classroom to \$300,000 a classroom.

Not all units were coterminous

It was not possible to make the boundaries of all school units coincide with those of the municipality. In that part of the province in which the commission's recommendations have already been considered, the following situations exist: the majority of the units are coterminous; in some instances, the

school division lies wholly in the improvement district or special area; in other cases, a quasi-coterminous area was proposed. This is one in which the school division extends beyond a single municipality to include school districts which lie in improvement districts. This arrangement was considered advisable for a number of reasons, a main one being the difference in the type of grants for schools and municipalities. The schools are aided in inverse proportion to their ability to pay; the same condition does not exist in municipalities. Even if it were thought expedient to extend the equalization principle to municipal aid, it is extremely doubtful if all areas within school divisions could become part of a corresponding municipality. In parts of the province the terrain does not permit widespread settlement and the school districts develop in widely scattered pockets, a condition not favourable to municipal organization.

Under such circumstances as these, it was only natural that the municipal councils objected strongly to any extension of their boundaries to include marginal lands. The quasi-coterminous idea is a practical resolution of the problem. The school divisions are still satisfactory units and when conditions are more favourable the municipalities can be enlarged.

Advantages

Are coterminous areas the solution to Alberta's problem of rural local government? While this cannot be answered at this time (the plan has just been introduced one year), it is apparent that this arrangement does eliminate the difficulties caused by the overlapping of boundaries—variety in services and mill rate, the multiplicity of requisitions and the lack of cooperation. Financial controls on educational spending have also been introduced. The council can request an examination of the school's requisition by the Board of Public Utilities, a commission which has the power to approve or disapprove the estimates.

Thus the coterminous area plan recognizes the advantages of a separate board for education while Alberta's experience over the years has led to a certain degree of fiscal dependence being introduced. Amongst students of municipal government and education administration there should be a substantial measure of agreement on the advantages of this compromise arrangement.

Arguments for the county system

What further advantages, it may be asked, do the proponents of the Alberta county system claim? While some have argued that the general costs of local government administration will be reduced, it is hardly likely that any student of finance would press this claim very seriously as the possible reduction would be small indeed. Others may have hoped that this system would place a damper on the rising municipal costs, especially those pertaining to education. I doubt that this has been true, let alone possible, in the counties established so far. As a matter of fact, superintendents point out that there seems to be less difficulty in financing school services and buildings under the county scheme.

A more serious claim is made by those who maintain that a cardinal principle of finance is being violated. Those who collect the money should also control its spending. In the light of present day provincial aid for education, which sometimes exceeds 80 percent in Alberta school divisions, I am inclined to agree with Mayo who says, "respect for ancient adage must be tempered with common sense and it is generally unwise to make an absolute of a rough rule of thumb. This so-called canon is being violated widely and inevitably today."

A much better case is made by those who argue that the all purpose unit makes local government intelligible to the citizens. When there is but one council to be elected and one set of officials to be held responsible for all activities, the opportunities for understanding are greatly improved. The rate-

payers know that those who plan the centralizations must build the roads and set the tax rates.

A single council for both school and municipal services with the officials housed under the same roof should create an atmosphere more conducive to cooperation. As the policies and programs for the various services have been developed in conjunction there is likely to be little working at cross purposes. Municipal machinery and men are available for the building of schools, the moving of buildings, the leveling of ground, and the opening of van routes. The elected representatives should have an identity of purpose which should further reduce friction and bickering throughout the area.

Some writers hail the all purpose unit as a means of restoring interest in local government and of strengthening the calibre of local civil servants. It is pointed out that nowhere has municipal administration been on a higher plane than in England where, since 1902, nearly all the local powers have been vested in the council. In contrast, it is said that the special purpose unit means a diffusion of effort, a whittling away of council powers and the creation of a situation which makes representatives little more than chore boys. If the local representatives of the people are ever to focus their attention on the most significant aspect of government, the development of policy, there must be assurance that the details of administration are in competent hands. The county plan does open the way for more men of high calibre who are skilled in the various phases of administration.

Disadvantages of county system

There are disadvantages as well as advantages to the all purpose unit of local government. Certainly it is not in keeping with Canadian tradition or the North American tradition, which is based on the premise that education is too important a function to be required to compete on equal terms with other municipal services. As recently as 1950

this stand was re-affirmed by the Royal Commission on Education in Ontario which concluded "there is no strong sentiment or valid agreement in favour of discontinuing the administration of education in this province by ad hoc local education authorities".⁴

Whenever education is under a special board it has all the advantages of specialization. The trustees give it their undivided attention. The Alberta county system, as it operates today, may suffer by comparison because the school committee often lacks continuity in its membership.⁵

The Alberta county is essentially a rural municipality which has taken on an additional service, namely education. Education, in contrast to the usual rural municipal functions, however, can hardly be separated from those towns and villages which serve as centres for the surrounding countryside. The inclusion of these urban areas in a school division created no special problem. They were able to secure direct representation on the school board or else they could vote in the school elections. In the case of the counties, however, the problem is more difficult. The electors of incorporated towns and villages have no vote in

⁴ Report of the Royal Commission on Education in Ontario, Toronto, King's Printer, 1950.

⁵ The County Act states that at the first meeting in each year, the council shall appoint not less than three members to the school committee, one of whom shall be the chairman. The included towns and villages may in turn have not more than three representatives; whenever their number exceeds three, the county council arranges for this representation by a system of yearly rotation.



M A D S E N

A complete line of

- GYMNASIUM
- PLAYGROUND
- BASKETBALL INSTALLATIONS
- TRACK AND FIELD
- POOL EQUIPMENT

Send for illustrated catalogue

Madsen Manufacturing Company Limited

UNIONVILLE — ONTARIO

the county and cannot hold office on the council. While provision has been made for them to have representatives on the educational committee, it is the county council of the rural municipalities which controls their school budgets. Last year a senior official of the Department of Education reported, however, that this condition had as yet created no serious problems and since then two villages and a town have been included, by mutual agreement, in a county for school purposes only. Nevertheless, there are those who maintain that this problem could be contentious in areas in which the urban assessment and population are relatively large.

The case of the separate schools raises special problems in the operation of the all purpose unit. Rarely is this topic considered in municipal literature, probably because the all purpose unit idea came to us from England where there are no separate schools. In Alberta, the

counties established so far contain a district which operates separate schools. It would seem that so long as the council is composed of public school supporters there is little chance of an issue arising. Of course the problem does not exist in the coterminous area plan, because the school boards are distinct in all respects from the municipal council.

Earlier it was intimated that the reorganization problem is a continuous one and that innovations frequently bring added difficulties. We have seen that with the enlargement of both municipalities and divisions friction followed that the coterminous area idea brought its own troubles, not the least being the threat of the school's independence, and that the Alberta county not only raises the problem of town and village representation but also accentuates an artificial separation between these bodies and the surrounding countryside.

Suitability of large units

How suitable are Alberta's large school units? This question is difficult to answer but it is quite evident that they generally conform more to minimum than desirable standards of size. Nevertheless, I'm inclined to believe that the present unit is in keeping with what the people will accept. One superintendent to one division seems to be the tradition here.

At the same time, it must be recognized that there is a growing demand for better local services not only for education but also in respect to health, hospitalization, welfare, and roads. The impact of centralization, both physical and economic, has given these services a wider-than-local aspect which cannot be administered effectively by the ordinary local authority. Because of the inability of the local units to handle these expanding problems, we find the province coming to their assistance.

In education this takes the form of film libraries, regional libraries, guidance services, special supervisors, and so on. This seems to be a reasonable and sensible method of supplementing the division or county.

Since Alberta has no intermediate units of local government, the Department of Education could create its own regions and use them as a basis for extending facilities to the rural divisions and counties.

There are those, however, who wonder just how far the central authority can go in the administration of such services as education without destroying local autonomy and interest. They argue that democracy should be kept at home and that local government should be

strengthened rather than weakened. Interestingly enough some students of government believe that the changing nature of municipal administration will eventually bring to the Prairie Provinces something similar to the Ontario county system of government. Purely local affairs of government would be handled by the first tier of government. The second tier, representing both rural and urban elements of the larger region, would administer the wider-than-local services. If these people are right, we aren't finished with this problem of district organization yet.

Reprinted from *Canadian Education*

OVERSEAS EDUCATION LEAGUE OF CANADA

Summer Tours 1956

To Britain and Europe

Eastbound: Montreal to Glasgow and Liverpool; Canadian Pacific SS "EMPRESS OF SCOTLAND" from Montreal June 26th. NEW "EMPRESS OF BRITAIN" from Montreal July 3rd, to Liverpool.

Westbound: Canadian Pacific NEW "EMPRESS OF BRITAIN" August 24th from Liverpool to Montreal.

TOURS IN BRITAIN cost \$700.00 up, from Montreal and return. Extra cost for continental tours, from \$140.00 up. Mediterranean and Scandinavian Cruises at low cost.

Write for booklet to:

**640 Somerset Building,
Winnipeg 1, Manitoba**

R. Fletcher, B.A., LL.D.
Honorary Treasurer
Miss Lilian Watson
Travel Director

Building schools costs less today in comparison with other goods than it did in 1936—the taxpayer gives up less in wheat, fewer theatre tickets, fewer cars, for today's schoolroom than he did then.

**SAY YOU SAW IT IN THE ATA
MAGAZINE!**

NEWS from our Locals

Benalto Sublocal

Mrs. Barbara Goedicke was re-elected president at the first meeting of the sublocal held on October 13. Earl Farris was re-elected as sublocal councillor. Other officers are: Mrs. L. Bell, vice-president; Mrs. Laura Holsworth, secretary-treasurer; and Mrs. Christina Murphy, press correspondent. Monthly meetings will be held in the Benalto School.

Bon Accord-Gibbons Sublocal

The sublocal held its reorganizational meeting on October 4. Mrs. Eva Hunter is the new president; Robert Forbes, vice-president; Olga Melnychuk, secretary-treasurer; Mrs. Dora Jackman, sublocal councillor; and Doreen Gibson, corresponding secretary.

Calgary Rural Sublocal

The first meeting of the sublocal was held at the home of Mrs. E. Eroshinsky on September 26. The members of the new executive are: F. C. Toews, president; Mrs. C. A. Johnson, vice-president; Anne McEwan, secretary-treasurer; and H. H. Allan, press correspondent and sublocal councillor. Miss McEwan and Janet Brown are members of the salary policy committee. The discussion topic was mathematics in all grades. Future meetings will be held on the fourth Thursday of each month. Program planning for the coming year will be the main item of discussion at the November meeting.

Camrose Sublocal

The sublocal held its first meeting on October 4. Officers elected were: Mrs. Clara Beyerstein, president; Lena Kachur, vice-president; Pete Myronuk, secretary-treasurer; and John Murray, press correspondent.

Business items and projects completed last year were reviewed. A report of Executive Council business was given by Mr. McCleary in the absence of Mr. McDonnell.

City delegates will meet in Calgary on October 28 for a regional salary conference. Last year's negotiating committee plus one new member from the elementary grades, will attend this meeting.

Chipman Sublocal

A meeting of the sublocal was held at the Chipman School on October 6 to elect a new executive. Officers for the coming year are: Harry Shavchuk, president; Lillian Nikiforuk, vice-president; Stephen Antoski, secretary-treasurer; and Verna M. Shupenia, press correspondent. Following the election of officers, Principal O. J. Chernyk spoke briefly of Association matters, and Peter C. Kolarzski gave a short talk on the importance of cooperation in an organization.

Drayton Valley Sublocal

Twelve members were present at the first meeting held in the Drayton Valley High School on October 4. A new slate of officers was elected, as follows: A. Jorgenson, president; Catherine Holmes, vice-president; Elizabeth J. Whyte, secretary-treasurer; Rosa Wolters, sublocal councillor; and Mrs. F. Coward, press correspondent.

Evansburg-Wildwood Sublocal

The sublocal held its initial meeting of the 1955-56 term on October 13 in the Home Economics room of Evansburg School. The main business of the meeting was the election of officers and the discussion and organization of the year's agenda. The new salary schedule was discussed and approved. Officers for the coming year are: S. G. Maertz, president; A. H. Cumberland, vice-president; Evelyn Holtby, secretary-treasurer; and Mrs. E. M. Wapshott, press correspondent.

Fairview Sublocal

New officers of the sublocal are: Earle J. Guertin, president; Sister Denise

Helene, vice-president; Erna Hiebert, secretary-treasurer; and Anne Kronast, press correspondent. Meetings will be held on the first Friday of the month at each school in turn.

Foot Hills Local

Jack Ellis, vice-principal of the Okotoks School, was named president of the local at a meeting held following a banquet in the Willingdon Hotel on October 12. Tom Sugden of Midnapore was elected as vice-president, and Mrs. Edith Ritchie of High River was re-elected as secretary-treasurer. D. O. Pakenham presided at the meeting which was attended by forty teachers. Mrs. Patricia Palmer of Okotoks and Mrs. Joyce McPheeters of Cayley were appointed as convention delegates; Mrs. Ritchie and Mrs. Elda Robinson will act as councillors for the year. Public relations convener is Helen McKay, and John Gillanders and C. V. Digory were named as auditors. William Dubb of Millarville was elected chairman of the salary negotiating committee, with the following as members: Mrs. M. B. Norris, Cayley, Philip J. Husby, Blackie, D. O. Pakenham, Okotoks, and Tom Sugden, Midnapore.

There was considerable discussion concerning proposed changes in the convention organization, and the matter was to be dealt with more thoroughly at the annual meeting in Calgary at the end of October.

Forestburg Sublocal

Teachers of Alliance, Galahad, Forestburg and Merna held their first meeting for 1955-56 at the Alliance School on October 13. The new slate of officers is as follows: R. Leskiw, president; L. Rebryna, vice-president; Ellen Rasmussen, secretary-treasurer; J. Lencucha, sublocal councillor; Mrs. I. Blumhagen, press correspondent; and W. Willing, film coordinator. A motion was passed that the scholarship of \$20 be awarded to the student with the highest average in Grade XII academic subjects. Various other educational matters were dis-

cussed. Future meetings will be held every second month.

Girouxville-McLennan Sublocal

Members of the new executive were elected at the October meeting: Rev. Father Alphonse Turenne, president; Gerard Moquin, vice-president; and Rene Anctil, secretary. Those occupying positions on various committees are: Sister Louis Omer, auditing committee; Gerard Moquin and A. P. Canuel, nominating committee; Lillian Paul, resolutions committee; and Rev. Joseph Forget, sublocal councillor. The annual convention to be held at Fairview on October 13 and 14 was discussed. The possibility of merging with other school divisions, so that future annual conventions may be held with those of neighboring divisions, was suggested.

High Prairie Sublocal

The first meeting was held October 3 in the Home Economics room of the Prairie River High School, with an attendance of twenty teachers. President Mrs. Irene Richmond presided. Following the introduction of teachers, new officers were elected: Victor Moskal, president; Kay Fulcher, vice-president; Margaret Price, secretary-treasurer; Mrs. Irene Richmond, sublocal councillor; and Mrs. Lilly Middleton, press correspondent.

Discussion followed concerning transportation to and from the convention at Fairview on October 13 and 14, and arrangements for pooling rides were made for those who had not made previous



plans. Sublocal membership fees were decided by vote after some discussion. Meeting nights are to be the fourth Monday of each month at 8:00 p.m. It was voted to continue membership in the Educational Book Club and subscriptions to the *Elementary School Journal* and *High School Journal*. A committee of three—Miss Fulcher, Mrs. Middleton, and B. G. Halbert—was chosen to ascertain if other publications might be more useful.

Highway 21 Sublocal

Election of officers took place at the first meeting, attended by twenty-one teachers, held in the Three Hills Town School on October 5. The new president is E. F. Bardock. Other officers are: William Kutt, vice-president; Mary Green, secretary-treasurer; Mr. Kutt and A. D. Selinger, councillors; and Mrs. D. McKinnon, press correspondent.

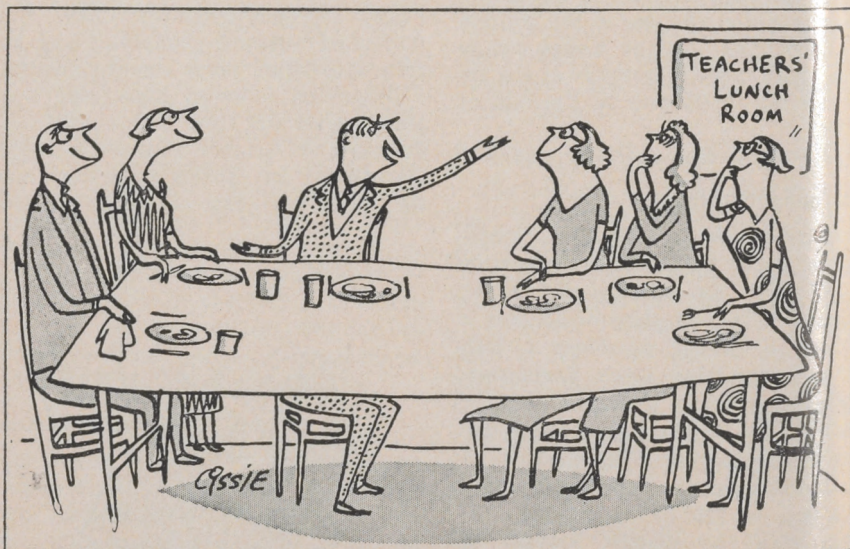
Irma Sublocal

Meetings of the sublocal will be held on the first Monday of each month. At

the first meeting on October 4, a new slate of officers was elected: Allen Ronaghan, president; Mrs. Elsie McRoberts, vice-president; Mrs. Marion Murray, secretary-treasurer; and Mrs. Kathleen Clumstad, press reporter.

Niton Sublocal

There was one hundred percent attendance at the first meeting of the new term on October 5 at Peers School. A full slate of officers was quickly elected: M. Kondruk, president; H. Kuharchuk, vice-president; Eva Oleksiw, secretary-treasurer; and Mrs. Gertrude M. Conn, press correspondent. Problems which the teachers hope to deal with at future meetings were brought forward in a short buzz session. It was decided to invite a speaker from the Department of Education or Faculty of Education to address the members regarding remedial reading, and a committee was chosen to select suitable films bearing on this and other problems. A vote of thanks was given to the salary negotiating committee.



"Then there's the one about the two principals who were walking down the street and one principal said to the other principal, 'Say, Fred . . .'"



of the Edson School Division for the work done on the teachers' behalf.

Olds Local

Fifty-eight members were in attendance at the October 5 meeting in the Dielsbury High School. Interesting reports on the Banff Workshop were given by Mrs. M. Fisher and Mrs. A. M. Francis. The form of convention was discussed at some length. There was discussion also regarding salary clauses. A grant was made to the Sundre Fair. H. Stiles was named as auditor, and a nominating committee was appointed. Lunch was served following the business meeting giving an opportunity for all to meet the new teachers.

Park Lake Sublocal

The following slate of officers was elected at the first meeting held in Nobleford in September: J. Percevault, president; A. J. Schaufert, vice-president; Marlene D. Blukens, secretary-treasurer; G. O. Braham and J. H. Parks, councillors; and Jessie Chernysh, press correspondent. J. Hrabi, J. Mazurek, T. F. Rieger, and H. Toews were nominated for positions in the Lethbridge Local. Thanks was expressed to the outgoing executive.

Speakers at the October 19 meeting in the Shaughnessy School were J. Hrabi and David Voth, delegates to the 1955

Banff Workshop. There was a discussion of group insurance, and ideas were exchanged regarding salary schedules and convention planning. A sports schedule was also arranged.

Red Deer Composite High School Sublocal

Charles Merta was elected president at the first meeting of the 1955-56 term held on October 12. Other officers of the sublocal are: Christopher Flanagan, vice-president; Mrs. Shirley Bacon, secretary-treasurer; Hugh Taylor, program convener; Cyrus Moore, public relations convener; and Elmer Bruder, councillor.

Rocky Mountain House Local

The members held their annual meeting on October 18 following the convention. Mrs. L. Westergard of Leslieville presided. Officers elected were: H. H. Christensen, president; Mrs. Else Siegle, vice-president; Donald F. Koob, secretary-treasurer; Mrs. Julia Daeley, press correspondent; and Cleta N. Colbens, Mrs. Beatrice Reilly, Mrs. Westergard, and Peter M. Feschuk, councillors. Members of the collective bargaining committee are: Mrs. Lois M. Killian, G. D. McFarlane, and S. W. Stacey. Delegates to the Banff Workshop, Mrs. Alma Vandermeer and Mrs. Daeley, expressed appreciation of their experiences. Thanks was also expressed by Edna Leahy and

Roy Irwin who attended the United Nations Workshop. Appreciation was voiced to Mrs. Sterling, now in the Red Deer School Division, for her excellent and faithful service in the past. Eric C. Ansley, general secretary of the ATA, spoke briefly on general problems confronting Alberta teachers.

Stony Plain Local

An organization meeting of the local was held on October 21, at which the following executive was elected: W. M. Bell, president; H. F. McCall, vice-president; Rose-Marie Cromie, secretary-treasurer; H. Pylypow, press correspondent; Mrs. M. F. Harris, district council representative; and Esther Jespersen, L. R. Reynolds, and Mr. Bell, councillors. A motion was passed that any additional committees be elected by the executive.

There was considerable discussion regarding salaries. District Representative R. F. Staples spoke on several matters. The financial statement, as prepared by C. Cromie, was formally approved. An honorarium of \$25 was granted to the secretary-treasurer for 1954-55. Regular meetings of the local will be held at the Stony Plain Memorial High School on the

second Saturday of each month at p.m.

Taber Local

Seventy-five members of the local for luncheon on the evening of September 20 and a business meeting followed in the Taber High School.

District Representative R. B. McIntosh spoke briefly, after which the members divided into small groups for an evening workshop. The groups were headed by Mr. McIntosh, Mrs. Wanda Beaumont, W. R. Broadfoot, Leslie Cluff, Mr. Gushaty, Leon Harker, F. W. Peters, H. B. Myers, and Ralph S. Ringdahl. Each group selected its own recorder. Topics discussed included: aims of the ATA, discipline, by-laws, fees, duties of councillors, teacher services, attendance at the Annual General Meeting, and local constitutions. A survey was made by questionnaire at the end of the meeting.

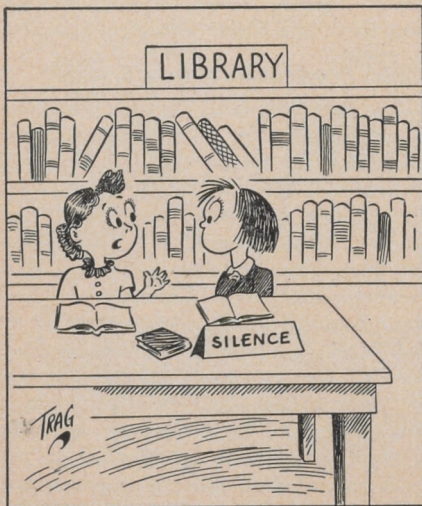
The executive committee met on September 23 to lay plans for the meeting to be held in conjunction with the Leduc Convention in October. Other pertinent matters which came up were discussed.

Tofield Sublocal

New officers were elected at the first meeting of the new term held on September 29. They are: Mrs. Mary Johnson, president; Mrs. E. H. Torrie, vice-president; Mrs. Anne Friesen, secretary-treasurer; Jack Lampitt, sports representative; Mrs. Lenore Graham, sublocal councillor; and Mrs. Marjorie Everett, social convener. Claude May gave a report on plans for the convention to be held in Edmonton on October 24 and 25. New members were asked to study the divisional health plan and to join within the sixty days if they so wished. Future meetings will be held the first Wednesday of each month.

Vilna-Bellis-Spedden Sublocal

There were twenty-one members present at the first meeting held in the Vilna High School on October 7. Officers elected were: George Meronyk, pres-



"Where's the talking room?"

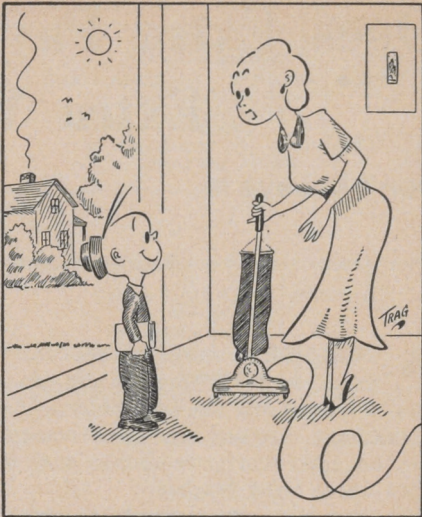
dent; Con Tchir, vice-president; Bill Melnyk, secretary-treasurer; Steve Pacholek and Metro Rudiak, councillors; and William Chebuk, editor and press correspondent.

It was decided to hold meetings on the second Thursday of each month, rotating among Vilna, Bellis, and Spedden. The next meeting on November 10 will be at Bellis. Fees will remain the same as in previous years. Superintendent H. A. Kostash reported on the convention program and stated that the Smoky Lake Local was to be responsible for spelling for Division II and junior high school science. The committee for spelling included Mrs. Pearl Behm and Nick Lobay, and for science, Harry Ostapiw and M. Weleschuk. The agenda for the next meeting is to include a discussion of the language program, convention reports, and possibly a film.

Teacher Recruitment and Retention Conference

A province-wide conference has been arranged by The Alberta Federation of Home and School Associations Incorporated for Saturday, December 3 in The Macdonald, Edmonton. Sponsoring organizations include the Alberta Federation of Agriculture, Associated Chambers of Commerce, Alberta Federation of Labour, Alberta School Trustees' Association, and the Industrial Federation of Labour. L. Y. Cairns, Q.C., will be chairman, and consultants include Dr. M. E. LaZerte, Dr. H. T. Coutts, and S. A. Earl.

SAY YOU SAW IT IN THE ATA
MAGAZINE!



"Half-day sessions? ... Who said so? ...
We'll see about that!"

Year Books

for
SCHOOLS
LARGE
AND
SMALL

We
Produce
All Types
of
Printing

COMMERCIAL
PRINTERS LTD.

EDMONTON

Does Extra Pay Make Extra Work Less Tiring

Don't believe it

Reprinted from *The School Executive*

A TEACHER'S work is not really tiring, we are frequently told. Many administrators and teachers believe that if teachers received adequate recognition for their work, we should hear no more about tired teachers.

One teacher, for example, writes: "The most wearing activities of all, as far as I am concerned, are those outside of regular work—mainly because they are an extra addition to the day's work for the teacher. Other or extra-curricular activities would be equally interesting if paid for—or credit given toward the normal load."

The point seems to be that if teachers were paid more they would no longer be tired. The implication is that extra pay for extra work would lighten the teacher's burden.

I would be the last person to argue against teachers' being well paid. I hope fervently that the day will come when every teacher will enjoy the recognition which is accompanied by a middle class salary and standard of living.

However, the argument that extra pay makes teacher load less burdensome is a specious one. I know from my own experience that when I taught extra courses for which I was relatively well paid, the money was most welcome, but it did not make the classes one whit less tiring. Extra pay may motivate one to take on an extra job more willingly, but it cannot make the work easier.

1099 teachers rate activities

In a study of the wearing effect of certain activities in teaching load, 1099

secondary school teachers rated seven activities according to their wearing effect. If extra pay does make extra work less exhausting, we should expect that the teachers who received extra pay for an activity would rate it less wearing than those who did not receive extra pay for it.

Such was not the case. In almost every instance the teachers who were paid extra for an activity ranked it more wearing than the teachers who were not paid extra for it.

Only two activities, coaching a major men's interscholastic sport and selling tickets at the gate, were reported less wearing by those who received extra pay for them, and in one of these the difference was too small to be of any significance.

Results probably represent truth

Possibly these findings are misleading. Perhaps the teachers who did receive extra pay for activities ranked those activities very wearing in order to justify their extra money. Perhaps some other error or bias is represented in the study. Still, these results do square away with subjective observations. They probably represent the truth.

The belief that extra pay makes a job less wearing or less tiresome is a myth that should be exploded as quickly as possible. A job takes just as much out of a person who is highly paid as it would if he were not paid at all. Extra pay for extra work may be justified in many ways but it cannot be justified on the basis of making the job less tiring.

Patriquin, Duncan, McClary, McClary & Company

CHARTERED ACCOUNTANTS

10130 - 101 Street, Edmonton
Telephone 29321

—South Edmonton Office—
10444 Whyte Ave.
Telephone 390853

BUTCHART AND HOWE OPTOMETRISTS

Woodward Stores (Edmonton) Limited
Second Floor East
Telephone 913

—and—
78 Shoppers Park Westmount
Telephone 552868

NEW AND REBUILT TYPEWRITERS AND ADDING MACHINES— ALL MAKES

Repairs for all makes of machines

FRED JENKINS

Smith-Corona Dealer

10145 - 103 St. Phone 21337

FIELD, HYNDMAN, FIELD and OWEN

Barristers and Solicitors

Solicitors for the Alberta Teachers'
Association

516 McLeod Bldg. Phone 29461
Edmonton, Alberta

W. J. STEEL—Florist

Specialists in Fine Flowers and their
Arrangement

Store: Elks Bldg., 116 - 7 Ave. W.
CALGARY

Store Ph. 22612 Night Ph. 30803

MUSIC FOR ALL and ALL OCCASIONS

All school Musical Requirements
Victor Records, Rhythm Band
Instruments and Music

FISHER'S MUSIC SUPPLY

130 - 8th Ave. West CALGARY
(3 doors East Bank of Montreal)

**SAY YOU SAW IT IN THE ATA
MAGAZINE!**

for your
consult

SCHOOL YEAR-BOOK ★

McDermid Studios Ltd.

10024 101 STREET TELEPHONE 26777

★ PHOTOGRAPHY. ART & ENGRAVING

Used Books and Magazines

Books of all kinds, singles and sets

Prices the very lowest

Back Issues of National Geographics

Write or visit our shop—Browsers welcome

**JAFFE'S BOOK & MUSIC
EXCHANGE**

225 - 8 Ave. East, Calgary. Phone 25797

S. ALWYN BARTLETT

**George A. Bartlett
OPTOMETRISTS**

116 - 8th Ave. East, Upstairs
CALGARY, ALBERTA

Phone 22684

Alberta Teachers' Association

Code of Ethics

1. The teacher is courteous, just and professional in all relationships.
2. All testimonials and documents presented by a teacher are truthful and confidential.
3. The teacher strives constantly to improve his educational practice.
4. The teacher avoids interfering between other teachers and pupils.
5. Upon each teacher personally and individually rests the responsibility for reporting through proper channels all matters harmful to the welfare of the school.
6. The teacher regards as confidential, and does not divulge other than through official channels, any information of a personal or domestic nature, concerning either pupils or homes, obtained in the course of his professional duties.
7. Official business is transacted only through properly designated officials.
8. Contracts are respected by both parties and dissolved only by mutual consent or according to the terms prescribed by statute.
9. The teacher does not accept a contract with an employer whose relations with the professional organization are unsatisfactory, without first clearing through head office of the Alberta Teachers' Association.
10. Each teacher is an active participant in the work of his professional organization.
11. The teacher adheres to salary schedules negotiated by his professional organization.
12. The teacher who in his professional capacity is a member of a committee, board, or authority, dealing with education matters or with teacher training or certification, must be elected or appointed by the Alberta Teachers' Association.
13. The teacher refrains from knowingly underbidding fellow-applicants for teaching positions, and refuses to apply for, or to accept, a teaching position before such position has become vacant.
14. No teacher accepts compensation for helping another teacher to get a position or a promotion.
15. Unfavourable criticism of an associate is studiously avoided except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.

Secretary's Diary

How a Teacher is Transferred

Section 346 of *The School Act, 1952* states in part—

- (1) A board may transfer a teacher from one school or room in its charge to another at any time during the school year.
- (2) The board shall give seven days' notice in writing of transfer to the teacher concerned.
- (3) The teacher, within seven days after receiving notice of transfer may request, in writing, an opportunity to be heard before the board.
- (4) If a hearing is requested, the transfer shall not be effective until the teacher has been heard before the board or a committee thereof.

A teacher on the Ardmore staff of the Bonnyville School Division was told on September 12 by the superintendent, J. L. Sylvestre, to report to the Iron River School the following morning.

This teacher lived on a farm, a few miles from Ardmore, on a good road. The road from her home to Iron River is impassable in any kind of bad weather. This teacher had taught in the Bonnyville School Division for several years and had an excellent record. When she asked the superintendent why she was being transferred, the answer she got was that someone on the Ardmore staff had to go to Iron River, that she had been selected "because of her good record as a teacher", that seniority on the staff had been a factor in making the selection, and that the board was "surprised" that she was not "pleased" with the transfer.

The teacher then telephoned the Alberta Teachers' Association office, and, on our advice, she refused the transfer and asked for a hearing before the board, if and when she received a proper notice of transfer. This notice was sent to her September 19 and the hearing of the appeal of the transfer was held on September 27, which meeting I attended. I didn't get any good reason why this teacher had been

transferred. I did find out that the board had acted on the recommendation of the superintendent and that the superintendent had no inclination to reconsider. Both the school board and the superintendent admitted that the teacher had given excellent service and that they did not wish to lose her services. The board admitted that it would be difficult to get any teacher to go to Iron River. Finally, I concluded that the superintendent and the board had the idea that this teacher would accept the transfer because she lived in the area and could not teach in any other division. I made the best case I could, but it was useless. The school board, acting on the advice of the superintendent, refused to change its decision. On the instructions of the teacher, I then asked for a release of engagement, which the board granted, rather reluctantly, because it meant losing a teacher. This division was already short of teachers, having in its employ a number of six-weeks' student teachers and correspondence supervisors.

As a result of this flagrant abuse of authority in the matter of transfers, the Bonnyville School Division now has one less teacher and so has the Province of Alberta.

Another Transfer Case

In the same Bonnyville School Division, another teacher, on leave of absence and who had been on the Cold Lake staff, was assigned to a school 27 miles away from her home. Because of personal reasons, this teacher could not demand a release of engagement. It has been reported that she has not been able to get to school for several days because of snow and icy roads and car trouble due to the cold weather.

What these two teachers want to know is for how long the Alberta Teachers' Association will put up with abuses of the power of school boards, through *The School Act, 1952*, to transfer teachers at their sole discretion. Has the time not come when teachers must see that the Act is changed, and, if that is not done, that the Executive Council and the Annual General Meeting decide how to protect teachers against unjust, unwarranted, and unreasonable transfers?

There is one word to describe this kind of abuse of legal authority and that is dastardly.

Liability Insurance for Teachers

The matter of liability insurance for teachers has been of growing concern, if not alarm, especially after the case where a school board and a teacher were sued for damages, with the case being settled out of court and the teacher being forced by the school board to pay

\$3600. Teachers simply cannot afford to run risks involving such amounts of money. Liability insurance was discussed by the Co-ordinating Committee last December. In a report by Dr. W. H. Swift, Deputy Minister of Education, to the trustees' convention this November, he said that some school boards now carry adequate protection for their teachers, some carry only partial protection, and some have no protection at all. In view of Dr. Swift's report and the subsequent discussion, it seems reasonable to suggest that school boards be required by law to carry adequate protection for their teachers or that a 'blanket' policy for all teachers in the province be carried by the government. In the meantime, locals should investigate what protection is being carried by their school boards and take immediate steps to persuade school boards to carry adequate protection. Teachers should know about their liabilities in the school, on the school grounds and off the school grounds, and what protection they have in case of accident and court action.

Fall Conventions

The fall conventions this year enjoyed their usual success. The weather was excellent except at Medicine Hat and Hanna; the conventions were well organized; the attendance, with few exceptions, was practically one hundred percent; the addresses and discussions were worthwhile and interesting. One thing that must not be forgotten or overlooked is that the Alberta Teachers' Association fall conventions offer the only 'refresher courses' for the majority of our members.

The Alberta Teachers' Association business that seemed to be of most interest to teachers included: living and working conditions of teachers, with particular reference to salaries, pensions, and tenure; professional growth, with particular reference to improvement of qualifications and ideals of service to the public; and educational research, and the organization and publications of the Alberta Advisory Committee on Educational Research.

Annual Convention of the Alberta School Trustees' Association, Calgary, November 8, 9, and 10, 1955

Mr. Lakie, the president of the Association, Mr. Seymour, and I attended this convention.

The trustees dealt with some very interesting resolutions—

- to take provisions for collective bargaining for teachers out of *The Alberta Labour Act* and to include them in *The School Act, 1952*;

- to establish an "independent commission" to formulate a provincial salary schedule for teachers;
- to have the same dates for resignations and notices of dismissal;
- to abolish the Board of Reference;
- to establish a probationary period of one year for all teachers appointed by school boards;
- to have student-teachers attend all local meetings of the Alberta Teachers' Association, except business meetings.

Salary Meetings

In November, December, and January, meetings are being held throughout the province to discuss salary negotiations for this year, including a review of collective bargaining procedures, the organization and function of salary policy and salary negotiating committees, recent trends in salary agreements, financial statements, provincial grants, and salary objectives for 1955-56.

Congratulations

- to **Donald Cameron**, on his appointment to the Senate of the Government of Canada. Donald Cameron is well known to the teachers in Alberta through his work as director of the Department of Extension of the University of Alberta and as director of the Banff School of Fine Arts.
- to **Rev. W. E. E. Edmonds**, who was awarded an honorary degree of doctor of laws at the fall convocation of the University of Alberta, and an honorary degree of doctor of divinity at the 89th convocation of St. John's College, Winnipeg. Rev. Edmonds retired from teaching in Alberta in 1944, after having served 26 years on the staff of the Edmonton Public School Board.
- to **Dr. H. E. Smith**, former dean of the Faculty of Education, University of Alberta, and a past president of the Alberta Teachers' Association, and **Ross Sheppard**, former superintendent of schools for Edmonton, who have been awarded honorary life memberships in the Canadian Education Association.

Ernie Ansley